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ABSTRACT

These training materials consist of a pretest, eight instructional units, and a posttest designed for a workshop to train counselors in using labor market information to help students improve their career decisions. Covered in the instructional units are the following topics: career decision making and the role of labor market information, exploring concepts of the labor market, what labor market information is and where to get it, national occupational and labor market information for counseling, defining limits for labor market information, labor market perspectives from business and labor, and an improved career decision-making counselor action plan. The units follow a competency-based format and contain some or all of the following: an introduction, text, case studies, discussion questions, worksheets, and wrap-up activities. Also included are a glossary and a list of references. (MN)

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IMPROVED CAREER DECISION MAKING THROUGH THE USE OF LABOR MARKET INFORMATION

U. S. DEPARTMENT OF LABOR
Employment and Training Administration
United States Employment Service
Division of Program Analysis
Labor Market Information

2nd Edition
1982

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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IMPROVED CAREER DECISION MAKING THROUGH
THE USE OF LABOR MARKET INFORMATION

ICDM PRETEST		
UNIT 1	CAREER DECISION MAKING AND THE ROLE OF LABOR MARKET INFORMATION	1-1
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ICDM PRETEST

PARTICIPANT INFORMATION SUMMARY

Name _____ Workshop Date _____

State _____ Workshop Location _____

Preferred Mailing Address _____
(Street)

_____
(City) (State) (Zip Code)

Social Security Number _____

1. Sex: ____ Female ____ Male

2. Education: (please check all that apply) Major Field

____ High School Diploma _____

____ Associate _____

____ Bachelor's _____

____ Master's _____

____ Specialist Degree _____

____ Doctorate _____

3. Ethnic Membership (please check one)

____ Black, not of Hispanic origin

____ Native American or Alaskan Native

____ White, not of Hispanic origin

____ Asian or Pacific Islander

____ Hispanic

____ Other (please specify): _____

4. Current Position

____ Counselor Educator

____ High School Counselor

____ CETA Counselor

____ Job Service Counselor

____ Vocational Rehabilitation Counselor

____ Other (please specify) _____

5. Number of Years Employed in This Field

____ Less Than 1 Year

____ 2-4 Years

____ 5-10 Years

____ 11-15 Years

____ 16 Years or More

6. Contact Information

Staff may be conducting a follow-up interview by telephone with you during this project. Please give your business and home telephone numbers where you can be reached. Indicate the preferred number and the most convenient one-hour period during which you will normally be available.

		Preferred Number (check one)	
Work:	( ) _____	____	
	Area Code Telephone # Extension		
Home:	( ) _____	____	_____
			time period which is most convenient

Workshop Site _____

Name _____

Work Setting: School ES CETA Rehab Corrections

Other _____

COMPETENCY MEASURE (PRE)

This survey will help us know more about your background in labor market information. It should also help you prepare for your involvement in this workshop.

Directions: For each competency statement that follows, circle the number of the phrase which best reflects you r present knowledge, or skill:

3. I am exceptionally competent: I could teach this to others.

2. I am very competent: I have most of the information or skills in this competency.

1. I am minimally competent: I have minimum information or skills in this competency.

0. I am not competent in this area.

COMPETENCY STATEMENTS	COMPETENCE (Circle one)
1. I could identify similar job functions performed by counselors in all work settings (job service, high school, Comprehensive Employment and Training Act programs, and vocational rehabilitation), and some job functions which are unique to some of the settings.	3 2 1 0
2. List economic and demographic factors that may impact on career decision making by clients.	3 2 1 0
3. Describe the role of labor market information in career decision making.	3 2 1 0
4. Define a Labor Market.	3 2 1 0
5. Characterize and explain the significance of internal labor markets for clients.	3 2 1 0
6. Describe the role of the American labor movement in the labor market.	3 2 1 0
7. Define the concepts of employment, unemployment, and underemployment, and provide two explanations for unemployment.	3 2 1 0
8. Name and describe three major occupational and (or) industrial classification systems.	3 2 1 0
9. Identify four occupational issues clients should address in making career decisions.	3 2 1 0
10. Define labor market information.	3 2 1 0
11. Name the major agencies and programs responsible for the development and dissemination of occupational and labor market information.	3 2 1 0
12. List at least five national labor market and occupational information resources and briefly state their uses for counseling clients in career decision making.	3 2 1 0
13. List two sources of local labor market information on employment in industry and demonstrate how to use these sources to provide information on current and projected employment in industry.	3 2 1 0
14. Name a source of local labor market information on the occupational employment in industries, and demonstrate how to use these data to answer questions on current and projected occupational employment in the labor market.	3 2 1 0

15. Demonstrate how to use JOB FLO to explore local job openings and characteristics.	3	2 1 0
16. List at least two other publications or data sources available from state data producing agencies, and describe their major contents.	3	2 1 0
17. Describe some "data use cautions" for using labor market information with clients.	3	2 1 0
18. Describe some business practices, and union characteristics and requirements related to job placement and career opportunities in the local labor market.	3	2 1 0
19. Develop an action plan, to implement a series of activities designed to improve career decision making with clients.	3	2 1 0

Circle "T" if you believe the statement to be true, or
"F" if you believe the statement to be false.

1. More than fifty percent of American women are in the the labor market. T F

2. There are far more "blue collar" workers than "white collar" workers in today's labor force. T F

3. Each state Employment Service publishes occupational employment data by indicating SIC code. T F

4. Each state Employment Service publishes industrial employment data by DOT occupational code.. T F

5. A labor market area is a geographic area in which workers can change jobs without changing residency. T F

6. One characteristic of a large internal labor market is many dead end jobs and little job security. T F

7. People who are not actively searching for work are not included among the unemployed. T F

8. Frictional unemployment can be blamed on recession. T F

9. The local unemployment rate is updated monthly. T F

10. The Standard Occupational Classification (SOC) organizes occupations by job function. T F

11. The SOC displays DOT titles. T F

12. "Building Construction" is an occupational cluster. T F

13. "People, Data, and Things" refer to the middle three digits of a nine digit DOT code. T F

14. The DOT supplement provides information on the training time for a worker to perform the duties of a particular occupation. T F

15. "Finance, Insurance, and Real Estate" are "service producing" industries. T F

16. Labor markets can vary drastically from each other in terms of what industries and occupations are prevelant. T F

17. Labor market information describes the dynamics of employment opportunities and also the work force. T F

18. The Employment and Training Administration and the Bureau of Labor Statistics are both part of the U.S. Department of Labor. T F

19. There is a SOICC in every state. T F

20. Occupational projections indicate estimates of future demand for employment. T F

21. U.S. Industrial Outlook is a monthly bulletin published by the U.S. Department of Labor. T F

22. It is important to check the date of a statistical publication before using it. T F

23. Data categorized by DOT job titles and by SOC job titles are comparable. T F

24. Rarely will a geographic area of interest to a client exactly match the area covered by a data source describing that area. T F

25. The largest federation of national unions is the AFL-CIO. T F

26. The American labor movement began around 1915. T F

27. Unions help to structure the labor market. T F

Select an entry from Column B which best matches the description in Column A. Record the letter of your selection in the appropriate blank.

	A	B
28. ____	A useful reference tool to a tenth grade student, interested in exploring careers in the occupational cluster, "social scientists."	A. A Bureau of Labor Statistics Wage Survey
29. ____	The reference tool you are most likely to suggest to junior high school students interested in learning about careers.	B. Career Information Delivery System
30. ____	The publication that you might use to assist a client in focusing upon an appropriate occupational choice, based on personal interest factors such as leading and influencing or liking plants and animals.	C. Commodity Market
31. ____	Established by the Vocational Education Amendments of 1976 to improve coordination between federal and state agencies that produce occupational information.	D. Dictionary of Occupational Titles
32. ____	Provides descriptive information for over 200 industries in the U.S.	E. Employment and Training Administration
33. ____	The National Survey of Professional, Administrative, Technical and Clerical Pay	F. Exploring Careers
		G. Guide for Occupational Exploration
		H. Internal Labor Market
		I. JOB FLO
		J. Labor Market Information
		K. Labor Market Information Newsletter
		L. The National Occupational Information Coordinating Committee and State Occupational Information Coordinating Committee
		M. Occupational Outlook Handbook
		N. Vocational Preparation and Occupations
		O. U.S. Industrial Outlook

INTRODUCTION

In 1979, at the Symposium on Occupational and Educational Information in Turin, Italy, sponsored by the International Labor Organization, a strong call was made by participants for the need to initiate action to improve counselor understanding and use of labor market information (LMI). As an outcome of this meeting, the LMI Division of the Employment and Training Administration held a national focus on this need. At the Symposium, ideas and support were solicited for developing training for counselors to improve their understanding and use of labor market information with clients involved in career exploration and job search activities. As a result, the Department of Labor was funded by Congress to develop in-service training to high school, Job Service, Comprehensive Employment and Training Administration (CETA) and Vocational Rehabilitation counselors.

From the recommendations of these crucial initial meetings and subsequent report, "Career and Labor Market Information: Key to Improved Individual Decision Making", grew the Project to Improve Career Decision Making (ICDM). The ICDM project includes this three day in-service training workshop designed to teach counselors the effective use of labor market information with clients. ICDM also includes the development of prototype career and labor market information products by selected State Employment Service Agency (SESA) offices.

The development of this curriculum involved the efforts of many people: university counselor educators; counselors from schools, Job Service, and CETA; vocational rehabilitation, prisons; Research and Analysis chiefs and

labor market analysts from state employment service agencies in Wisconsin, Maine, Maryland, and Arizona, the National Occupational Information Coordinating Committee (NOICC), Career Information Delivery System (CIDS) and State SOICC representatives. The curriculum development was coordinated through the National Labor Market Information Training Institute of North Texas State University. The Ohio State University National Center for Research in Vocational Education conducted the pilot evaluation.

Dr. Paige Birdsall Scott, with the LMI Training Institute, coordinated the development of the curriculum and served as the principal writer and editor. Dr. Norman Gysbers, a counselor educator and professor of education at the University of Missouri served as consultant to the project. James Woods of the NOICC provided substantive input and feedback to the curriculum development in all stages . The ICDM project was administered by Dr. Alan Moss of the LMI Division of the Employment and Training Administration, U.S. Department of Labor.

The ICDM workshop includes eight self-contained units which are presented by a team of trainers-- counselor educators, labor market analysts, and career information specialists-- over a three day period. ICDM teaches counselors about labor market information: what it is, where to get it, why it is useful for counseling clients, and how to use it for the career decision making and job search problems of clients. The training includes problem solving, case studies, small group work, role playing, and mini-lecture, presentations and panels. The trainers will teach the counselors the major national, state, and local sources of labor market information.

UNIT 1

CAREER DECISION MAKING AND THE ROLE OF LABOR MARKET INFORMATION

INTRODUCTION TO UNIT 1

As counselors, one of your many goals is to help clients identify options and explore alternatives in the career decision making process. The impact of career counseling on people's lives can be tremendous. It can open new doors, guide individuals to make use of untapped abilities and aptitudes, and result in considerable satisfaction with work and career. This workshop will provide you with ideas to help you be more effective in your career development activities with clients. It will also provide you with useful information to make more efficient the limited time you do have for career counseling.

There are counselors in this group from different work settings, including for example, high school, Job Service, Comprehensive Employment and Training Act (CETA) programs, and Vocational Rehabilitation. Your jobs require a broad range of activities, you do some similar and some different. Even within the same general setting such as Job Service, one counselor may work with males and females of all age groups while another may work only with welfare mothers.

The first part of this workshop will be used to find some common bonds between all of us as counselors. Then we will consider how current economic and demographic factors in our country heighten the need for accurate labor market information in career counseling. Finally, we will consider the typical steps a counselor and client engage in, in career decision making, and what impact occupational and labor market information can have on that process.

Before we begin Unit 1 in earnest, let's spend some time getting acquainted. Get into small groups of four to six people you do not know. Spend a few minutes working alone and fill out the SHIELD on the next page:

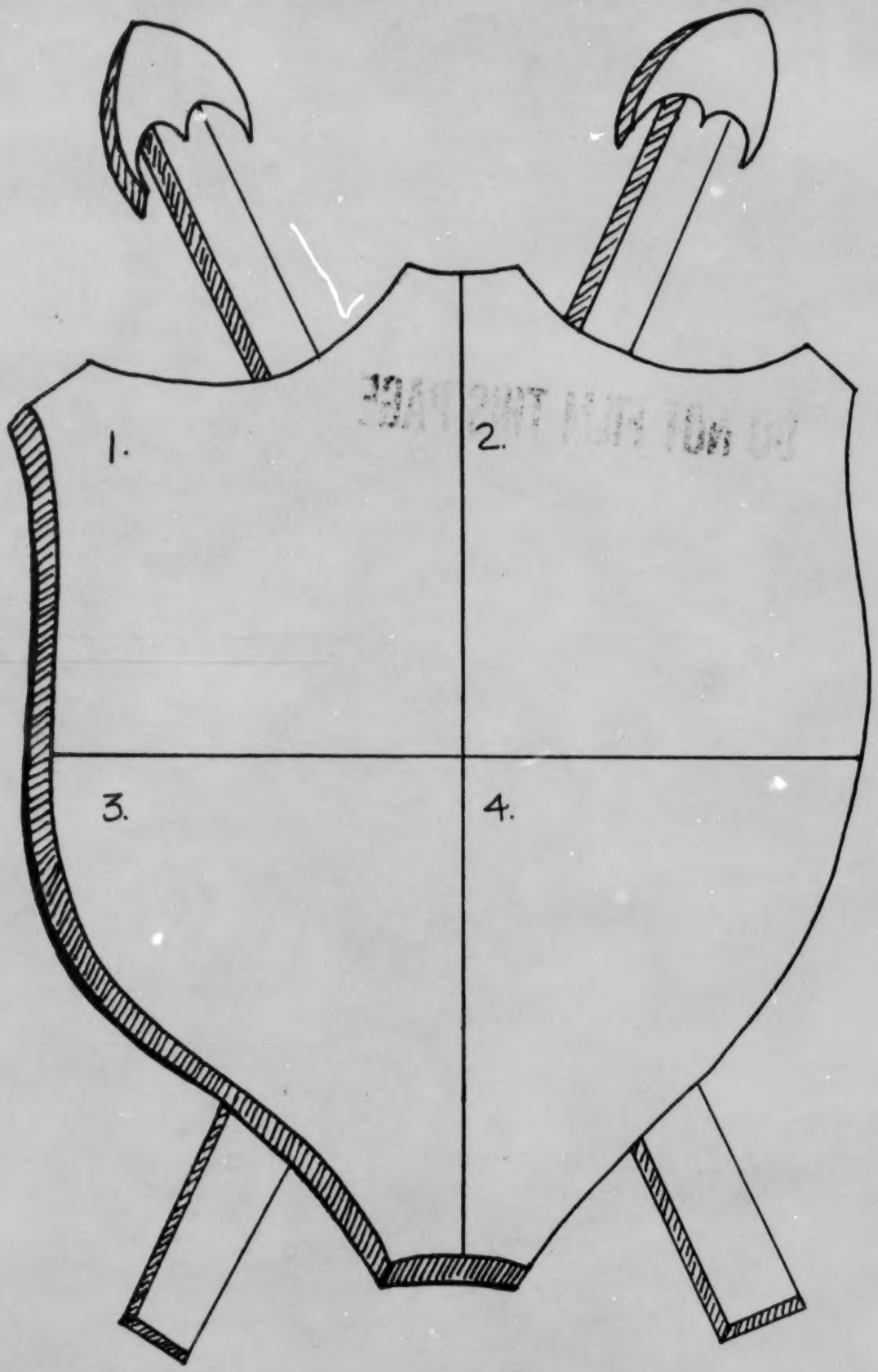
In 1., write down the names of two or three people who most influenced your life.

In 2., mark what has influenced you most (either positively or negatively) in the job you are in.

In 3., list two areas which concern you most about your job, which you would like to change.

In 4., write down briefly how you project yourself ten years from now. Design what you would like to be doing.

Discuss your shields together as a group. Share what you wrote together.


1.
2.
3.
4.

UNIT ' COMPETENCIES

COMPETENCY 1 THE COUNSELOR CAN IDENTIFY SIMILAR JOB FUNCTIONS PERFORMED BY COUNSELORS IN ALL WORK SETTINGS (JOB SERVICE, HIGH SCHOOL, COMPREHENSIVE EMPLOYMENT AND TRAINING ACT PROGRAMS, AND VOCATIONAL REHABILITATION), AND SOME JOB FUNCTIONS UNIQUE TO SOME OF THE SETTINGS.

COMPETENCY 2 THE COUNSELOR CAN LIST ECONOMIC AND DEMOGRAPHIC FACTORS THAT MAY IMPACT ON CAREER DECISION MAKING BY CLIENTS.

COMPETENCY 3 THE COUNSELOR CAN DESCRIBE THE ROLE OF LABOR MARKET INFORMATION IN CAREER DECISION MAKING.

COMPETENCY 1 THE COUNSELOR CAN IDENTIFY SIMILAR JOB FUNCTIONS OF COUNSELORS IN ALL WORK SETTINGS (JOB SERVICE, HIGH SCHOOL, COMPREHENSIVE EMPLOYMENT AND TRAINING ACT PROGRAMS, VOCATIONAL REHABILITATION), AND SOME JOB FUNCTIONS UNIQUE TO SOME OF THE SETTINGS.

Vocational guidance developed into an organized service at the beginning of this century during a time of rapid industrial growth, social protest, and utopian idealism. It was a manifestation of a broader social reform -- the progressive movement -- that was taking place during this period in our history.

Frank Parsons is given credit for being the first person to use the words vocational guidance to describe an organized service, in 1908. His efforts were prompted by a long-term concern about society's lack of attention to the development of human resources, and particularly the need to assist young people make the transition from school to work.

Over the years, vocational guidance became institutionalized in schools, rehabilitation agencies, the Job Service, and various community - based agencies. Counselors in the various settings adapted their roles to suit the needs and goals of their agencies. In some settings, vocational guidance became counseling with a clinical orientation focusing on psychological problems of personal adjustment. In other settings, the focus was more on occupational choice, job adjustment, and job placement.

This section is based on a contribution by Dr. Norman Gysbers, University of Missouri.

These differing emphases have all received support over the years. World Wars and the rehabilitation of returning veterans; economic recessions and depressions, international competitions; concern about productivity, the unemployed and underemployed; and the growing emphasis on the quality of life have all had an impact on the theory and practice of vocational guidance.

As a result of these influences, the concept of vocational guidance changed over the years. It began as a service to help young people choose, prepare for, enter, and advance in an occupation. It has become, in many settings, a program to provide individuals with the knowledge and skills to know themselves, to develop effective interpersonal relations, to develop life career planning and decision-making skills, and understand current and potential life roles. The words career, career development, and career guidance gradually have replaced the words vocational, vocational development, and vocational guidance. These word changes reflected some basic changes in the way career guidance was seen and practiced.

However, practitioners in other settings have continued to emphasize occupational choice and job adjustment, from the more traditional vocational guidance approach. As a result, today there are conflicting views as to what career guidance and counseling is and what it should be. What are these conflicting views? Super (1974) identified four:

1) Is guidance to be for manpower utilization or for individual development?

2) Is guidance to be for occupational choice or for career development?

3) Is guidance to consist of information dissemination or of counseling?

4) Is guidance to be a service of laymen or for professional counselors?

To some, career guidance and counseling is embodied in those elements described in the first part of each of these four questions: career guidance is employment oriented, deals with occupational choice, and relies heavily on occupational information. Others emphasize the elements described in the second part of the four questions. They see the second elements encompassing the first, so that a focus on individual career development becomes a way to develop and use this nation's human power more appropriately. They see occupational choice as one part of total career development.

The question that faces us as counselors in light of these conflicting views is, what direction should we go at this time? This is an important question for us because the project for Improved Career Decision Making is designed to improve counselor knowledge and use of occupational and labor market information for career counseling of youth and adults.

If we follow the trends in our field today, the answer to the question of direction is readily apparent: Our main focus is on helping individuals with their overall career development. Occupational and labor market information is a crucial component in the process of helping individuals become as fully informed as possible about their occupational and job options. With accurate and timely information, when clients make decisions, they are informed ones.

Our task is to empower those we serve to become all they can. Our

task is also to provide young people and adults with the knowledge and skills to know themselves, to develop effective interpersonal relations, to develop career planning and decision-making skills, and to understand their current and potential life roles. Knowledge of occupational and labor market information and how to use it is critical to accomplishing these tasks.

Let's look at the functions of the work you perform as counselors. You're from different settings and agencies so some functions you do will be determined by your setting. We'll also find some functions that all of you do no matter what the setting or agency.

In identifying these similar and different functions we will also learn more about each other -- what counselors in other agencies or settings do. Probably we all have some idea of what other counselors do, but there are likely some things we are not aware of. We may also have some stereotypes about what other counselors do. This will be a chance to check those out.

Let's list those functions that are similar to all of us in our work roles. Let's also list those functions that may be unique to some of us in our counseling roles. To be a different or unique function, it means that not all of us do it. Perhaps counselors in two or three settings perform that function but as long as all of us don't, we will list it as different or unique.

As we identify functions, list them on the next page.

List similar functions:

List potentially different functions:

We can see that there are many similar functions we perform as well as some which are unique to some of us.

For this workshop, we will concentrate on the one similar one "counseling for career decision making" and what that involves. It is one function we all do and most of us do it a lot.

COMPETENCY 2 THE COUNSELOR CAN LIST SOME ECONOMIC AND DEMOGRAPHIC FACTORS THAT MAY INFLUENCE CAREER DECISION MAKING BY CLIENTS.

The career development process is one we engage in all during our lives. In our mobile society, more and more Americans change jobs more frequently. During the periods of our preoccupational, occupational, and post occupational experience, we all must make a series of career decisions. The decision may be what immediate job to take for now, what academic field to study, what training to undertake, what long term occupational goals to pursue.

Counselors help clients identify the personal factors which are important in choosing future occupations. Clients should be concerned about using the skills they have developed, exercising their personal interests and values in choosing a career. Satisfaction and success should be more likely if a client consciously selects a career direction based on personal interests. You are all aware of the importance of these factors in career decision making and we won't be spending time on them in this workshop.

Counselors also must be aware of the pressing economic and demographic variables that impact you and clients concerned about career decision making. You probably have some ideas as to what some of these economic and demographic factors are. Work together to generate lists of economic and demographic factors about the current status in our country which impact on the need for careful career decision making:

Economic	Demographic
1. Rapid technological changes in industry	1. Growth of single parent families
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

Did you know that. . .

... today 50% of American women are in the labor market. In another ten years, that figure may rise to 60%!

... the ranks of workers aged 25 to 54 will swell as the children of the postwar baby boom compete for jobs and promotions;

... nearly one quarter of America's civilian labor force works in large organizations, plants, and agencies that employ more than 1000 workers;

... during the next decade, a vast array of tasks that could previously only be performed by highly trained human beings, including most jobs involving control of factory production, may fall to the robot?

... by the middle of the 1980's, most major business will be using word processors, decreasing the need for office paper handlers and machine operators;

that, however, innovations will not affect clerical workers whose jobs involve personal contact, such as increased opportunities for secretaries and receptionists?

... that employment in goods producing industries like farming, construction, mining, and manufacturing now employ less than one third of the country's work force?

... that white collar workers now represent about one half of the total labor force?

... that the blue collar work force has grown only slowly;

... and that, with the facts of fewer and larger farms, the use of more and better machinery, and the development of new feeds and pesticides, the number of farm workers has declined and will continue to?

... that greater efforts in energy production, transportation, and environmental protection will contribute to a growing demand for scientists, engineers, and technicians?

... that the medical professions are expected to grow as the health services industry expands?

... that more and more workers will be required to further develop and use computer resources?

... that teachers, artists, and entertainers, airline pilots, and oceanographers will face stiff competition during the next decade?

... that the number of self employed business managers will continue to decline as large corporations and chain operations increasingly dominate many areas of business?

... that retail stores and longer working hours in them will result in expanded demand for full and part time sales workers?

... that employment for heavy equipment operators, electricians, plumbers, and pipefitters will increase rapidly?

...and that there will be little growth in the craft occupations in the railroad and printing industries?

... that employment among nonfarm laborers will grow only slowly as machinery increasingly replaces manual labor?

... that service workers such as restaurant workers, bartenders, cosmetologists, laundry workers, firefighters represent one of the fastest growing occupational groups?

... that more job openings will occur because people leave one job for another or temporarily leave the labor force than because of all job openings created from growth, death, and retirements?

... that some jobs are more vulnerable than others during recessions? For instance, machine tool operators suffer during business slumps since, with lower levels and skill, they are the first to be laid off? But that office occupations are more "slump proof"?

... that the high rate of unemployment for file clerks, office machine operators, receptionists, and typists reflect the fact that workers quit these kinds of jobs to find better ones, not that the jobs are hard to find?

... that few accountants lose their jobs in hard times, but recessions make it somewhat harder for newcomers to find jobs?

... that unemployment rates are the highest for occupations that provide the least job satisfaction -- dining room attendants and dish washers, for example?

... that hundreds and thousands of textile workers lose their jobs when business is bad?

... that job opportunities for social service occupations are more favorable in rural than in urban areas, but salaries are lower?

... that job prospects for construction workers vary considerably in different parts of the country?

... that secondary school teachers in specialties like shop have better opportunities than those in languages and social sciences?

... that computer occupations are expected to be the most rapidly growing occupational group in the economy in the next decade?

Can you think of other relevant economic factors from your own work with clients? Perhaps on a local basis? List some local economic and demographic facts below:

Economic	Demographic
1.	1.
2.	2.
3.	3.
4.	4.

COMPETENCY 3 THE COUNSELOR CAN DESCRIBE THE ROLE OF OCCUPATIONAL AND LABOR MARKET INFORMATION IN CAREER DECISION MAKING.

As counselors, you all are involved with clients helping guide or direct them in some aspects of their career decision making. Some of you may work with clients over time as they explore their options and make long term commitments toward more education, or deciding on the training they need to pursue a particular occupation. Others of you may see a particular client only once or twice, and focus on specific job search activities. Each of these clients is in the process of making choices about jobs and careers that are integral to the development of his or her career path. As counselors, you have an important role in that process.

There are many models of the career decision making process. They all demonstrate that a counselor's work with a client involves assessing that client's immediate situation -- exploring expectations, anxieties, values, ambitions, as well as personal needs and goals towards making a satisfying and reasonable choice. One crucial piece to this process being successful is accurate and timely information. It is useful at this point to examine the role of information -- in this case labor market information -- in the decision process.

Tiedeman has postulated a model of career development which we can adapt to focus on the role of occupational information in career decision making. He presents four stages involved with planning for a career

or embarking on a job search. In each stage, the counselor works with the client to help the client through a number of steps. This is shown below:

Step 1 - Counselor/Client Exploration

Client	Counselor
1. The client expresses a "problem".	The counselor helps the client sort out issues related to the concern -- in this case, the need for career exploration, occupational choice, or job search.
2. The client considers broad alternatives or options.	The counselor focuses discussion on the client's interests, work experience, skills, educational experience, personal background.
3. The client demonstrates levels of understanding about self and occupational area.	The counselor interviews, gives standardized tests and other assessment procedures.
4. The client demonstrates level of decision making skill.	The counselor assesses the client's level and use of decision making.
5. The client demonstrates motivation to explore options.	The counselor seeks to motivate the client to explore alternatives by using labor market information to good advantage, and his or her knowledge of the world of work.

Step 2 - Crystallization

1. The client identifies and organizes alternatives.	The counselor provides labor market information to help clients explore the alternatives and implications of each.
2. The client identifies patterns related to making choices among alternatives.	The counselor helps the client sort out the information available.

3. The client assesses advantages and disadvantages related to the options, and engages in a process of valuing and ordering.	The counselor continues to help the client focus on occupational characteristics, needs for training, wage levels, opportunities for advancement, supply and demand as well as traditional valuing.

Step 3 - Client Choice

1. The client demonstrates some degree of uncertainty.	The counselor supports the client with discussion, and more information if it is needed.
2. The client makes a decision.	The counselor ensures that the client choice is appropriately based on an accurate assessment of occupational alternatives.
3. The client begins to formulate a plan of action.	The counselor provides information to guide the client on job training, education, admissions, financial aid, job search skills.

Step 4 - Client Clarification

1. The client has a clear notion of a plan.	The counselor supports the client in each of these steps.
2. The client's decision is now well thought out.	
3. The client's plan of action is complete and well formulated.	

As a group, discuss the four steps of this model, and identify the roles as counselor you adopt in this career decision process. Do all of you work through all the steps with clients? If time limits the degree you are involved, identify what steps you are involved in with clients. What is the role of occupational information in these steps?

As you can tell from this model, information plays an important role in the decision making process. We must emphasize that the entire process involves a complex interplay of the counselor's knowledge, skills, and abilities, with the client's willingness to think, learn, analyze, and decide. In this process, counselors can ensure that the client's exploration, crystallization, choice making, and clarification steps are grounded in information that is accurate, up-to-date and detailed enough to provide the client with a clear notion of his or her alternatives and the implications thereof. If you are interested in various decision models, you may want to explore the charts on the next pages.

In this workshop, you will be exploring the variety of information, called labor market information, that can be useful to share with clients involved in career decision making.

A Comparison of Major Decision Concepts across Selected VDM Models

Decision concepts	Vocational Decision-making Models			
	Tiedman-O'Hara (1963)	Hilton (1962)	Vroom (1964)	Hsu (1970)
A. Awareness of decision situation	Awareness that present situation is or will become unsatisfactory	Input that alters present vocational status		
B. Alternative actions	Goals which can possibly be attained from opportunities	Plans	Actions-behavior within repertoire of the person	Alternative-behavior associated with vocational choice
C. Outcomes	Psychological field - imagined situation including attitudes	Premise about attributes of vocational roles	Outcomes - more distant and less controlled events (than actions)	Outcomes - anticipated rewards from an occupation
C.1 Subjective probability	Commitment or orientation		Expectancy - an action-outcome association	Expectancy - probability of chosen behavior leading to particular outcome
C.2 Value	Personal values	Satisfactoriness	Valence - anticipated satisfaction	Valence - attractiveness or desirability
D. Commitment	Choice	Plan accepted	Force	Force

Decision concepts	Vocational Decision-making Models			
	Fletcher (1966)	Katz (1963, 1966, 1969a, 1973)	Gelatt (1962)	Kaldor-Zytowski (1969)
A. Awareness of decision situation	Needs satisfaction	Disequilibrium-motivated by needs and anticipation of societal pressures	(Statement of) Purpose or objective	
B. Alternative actions	Career concepts - composite of concept system associated with a career.	Options	Possible alternative actions	Occupational alternatives
C. Outcomes			Possible outcomes	Outputs
C.1 Subjective probability		Strength of return - probabilities that an option will satisfy value dimension. (objective) probability of entry	Subjective probabilities - estimates of how likely that certain actions will lead to certain outcomes	Subjective probabilities
C.2 Value	Affect charge	Values - goals or satisfactions sought	Desirability of outcomes	Occupational utility - extent of obtaining outputs in the proportion desired
D. Commitment			Investigatory decision or terminal decision	Occupational choice

UNIT 2

EXPLORING CONCEPTS OF THE
LABOR MARKET

INTRODUCTION TO UNIT 2

All of you work with clients to help them make decisions and choices related to careers. Although the needs of your clients may vary, from, for example, a high school student starting to wonder about the future to an older worker seeking some kind of a new job after retirement, all these clients, regardless of their particular circumstances, regardless of the agency to which they come for guidance, need the same kinds of good information to make good decisions. In this unit, we will explore concepts related to the labor market which underlie the information you will be exploring in this workshop. As a counselor, it is useful to understand how a labor market is structured, some definitions of employment and unemployment, and how different types of unemployment situations impact on how you can counsel clients. You will consider some major occupational and industrial category systems, and finally, explore how the components of a labor market interrelate to generate unique labor market situations for which you can obtain useful information.

UNIT 2 COMPETENCIES

COMPETENCY 1 THE COUNSELOR CAN DEFINE A LABOR MARKET.

COMPETENCY 2 THE COUNSELOR CAN CHARACTERIZE AND EXPLAIN THE SIGNIFICANCE OF INTERNAL LABOR MARKETS FOR CLIENTS.

COMPETENCY 3 THE COUNSELOR CAN DESCRIBE THE ROLE OF THE AMERICAN LABOR MOVEMENT IN THE LABOR MARKET.

COMPETENCY 4 THE COUNSELOR CAN DEFINE THE CONCEPTS OF EMPLOYMENT, UNEMPLOYMENT, AND UNDEREMPLOYMENT, AND PROVIDE TWO EXPLANATIONS FOR UNEMPLOYMENT.

COMPETENCY 5 THE COUNSELOR CAN NAME AND DESCRIBE THREE MAJOR OCCUPATIONAL AND (OR) INDUSTRIAL CLASSIFICATION SYSTEMS.

COMPETENCY 6 THE COUNSELOR CAN IDENTIFY FOUR OCCUPATIONAL ISSUES CLIENTS SHOULD ADDRESS IN MAKING CAREER DECISIONS.

COMPETENCY 1 THE COUNSELOR CAN DEFINE A LABOR MARKET.

The work opportunities available for your clients obviously must depend upon where they live and can travel to be employed -- the characteristics of your labor market. Understanding the structure of your local labor market -- the kinds of occupations and industries providing work, the characteristics of the jobs available, the employment opportunities, the number of skilled and unskilled workers available for work, the outlook for the future -- are all essential information for occupational exploration and career decision making with clients.

In this unit, we will explore concepts related to developing a framework for understanding your labor market. We must begin with a definition of the labor market itself.

The labor market is the marketplace through which the price and allocation of labor is established. Labor markets vary according to the mix of industries and occupations in particular areas. They can be geographically defined as areas in which workers can generally change jobs without changing their residence. Depending upon this relationship between where people live and where people work, labor markets can display a variety of geographic configurations.

People who are seeking employment in the area where they live, then, are generally looking for work in their local labor market. The geographic labor market usually is delineated by a central community and some amount of surrounding area where there is a concentration of economic activity or labor demand.

There are small and large labor markets. Major labor markets areas are those which have a central city (or adjoining cities) with a population of 50,000 or more. Major labor markets coincide, with a few exceptions, with what are called Standard Metropolitan Statistical Areas (SMSAs). It is useful to know the boundaries of your SMSA because much of the data you will be learning to use for counseling clients about your local labor market is published by SMSA. Do you know what area is included in the SMSA where you live and work? Discuss this as a group.

Except for New England, the SMSA is defined on a county basis. Each standard metropolitan statistical area must include at least:

a) One central city with 50,000 or more inhabitants, or

b) A city with at least 25,000 inhabitants which, together with those contiguous places with population densities of at least 1,000 per square mile, have a combined population of 100,000. This combined area should, for general economic and social purposes constitute a single community.

Small labor market areas are those which do not have a central city of 50,000 or more and are not part of a major labor market. These need not be defined on a county basis only. In small labor market areas, the economically oriented geographic area surrounding the central community may not cover a major proportion of the county's population.

The county is another geographic area that is sometimes used to define employment by area. The other ways of grouping job market data that you will encounter will be by Job Bank District, by state, by region,

and for the entire Nation. The local labor market is the smallest reliable geographic unit for studying employment opportunities.

As counselors, you can use information about your local labor market to guide clients to reasonable decisions about education, training, job search, and careers. Discuss with your trainer what geographic area constitutes the labor market where you live and work.

COMPETENCY 2 THE COUNSELOR CAN CHARACTERIZE AND EXPLAIN THE SIGNIFICANCE OF INTERNAL LABOR MARKETS.

We have defined the labor market as the marketplace through which the price and allocation of labor is established. For many years, economists portrayed the labor market much as they did any other commodity market. The goods traded were units of labor, or workers. Employers were pictured as willing to add workers as long as each generated a physical product or output equal or greater in value to his or her wage. At the same time, economists assumed that competition among employers seeking to maximize profits assured that wages would be bid up to a level which could cover the value of the last worker's product. This theory, generally called "neoclassical", also assumed that employers can acquire the skilled workers they need through the marketplace; that employers can effectively gauge a worker's potential prior to hiring, and that worker ties to the employer are strictly economic.

In the last twenty five years, economists have refined the general neoclassic theory that labor markets are characterized strictly by the forces of supply and demand. They have been responding to the need to define and explain a particular labor market structure that operates differently. An internal labor market is a labor market within a particular firm, characterized by institutional (organizational) rules. The rules define how employees are generally hired and promoted and how jobs are structured.

Internal labor markets demonstrate the following institutional rules:

1. The majority of new employees are recruited in entry level jobs.
2. A high incidence of promotion from within.
3. Modest lateral mobility from one job to another of similar status.
4. Low labor turnover.
5. High levels of on-the-job training.
6. Employees with high levels of experience in specific jobs.
7. Explicit rules govern seniority and pension benefits.
8. Wages are attached to jobs, not workers.

The significance of internal labor markets lies in recent evolution of the U. S. economy, marked by a rapid decline in the role of competition in the country's job markets. A countervailing dominance of institutional rules is emerging.

Symptoms of "job market rulism" include the high concentration of workers in large private firms, the significant numbers of employees regulated by union contract, and the large proportion of workers covered by civil service regulations. Each of these gauges reflects the growing trend towards strong internal labor market rulism in the United States economy. According to the U.S. Department of Labor, over the past fifteen years, the number of firms in the 1,000 or more employment-size class

almost doubled. During the 1970s, for the first time in American history, close to twenty-five percent of the total civilian labor force was employed by firms having 1,000 or more workers on their payrolls.

Since 1960, the total number of U.S. workers with union or employee association membership has increased by more than forty percent. Also, in spite of the nation's steadily declining proportion of blue collar workers, more than twenty percent of the civilian labor force remains under a labor-management agreement. Adding to this trend the Department of Commerce reports that since 1960, the number of workers covered by federal, state, or local civil service regulations has increased by close to eighty percent, civil servants now account for sixteen percent of the total civilian labor force.

For counselors and their clients, recognizing the structure of internal labor markets and how they function should assist in identifying favorable environments for employment. Generally, internal markets offer employees job security, improved chances for advancement, and enhanced equity. At the same time, this market structure offers employers potential reductions in labor turnover, and more efficient recruitment, screening, and training activities. To illustrate the extremes between an internal and external labor market, all one must do is contrast the absence of job security, dead-end jobs, and paucity of employee rights of the migrant farmworker, with the security, advancement, rights and benefits offered career military personnel.

The strength of internal labor markets in our economy requires counselors understand what their characteristics are and the potential implications for their clients' career development. Discuss the implications as a group, focusing on the following "rules" of an internal labor market:

1) The majority of new employees are recruited in low level jobs.

   Implications: _____

   _____

   _____

2) The labor turnover is low.

   Implications: _____

   _____

   _____

3) There are high levels of on-the-job training.

   Implications: _____

   _____

   _____

4) There is job security and steady salary advancement.

   Implications: _____

   _____

   _____

Identify the internal labor markets in your local area or state and discuss how you as counselors should work with clients and employers in gaining access to these large firms for client employment.

COMPETENCY 3 THE COUNSELOR CAN DESCRIBE THE ROLE OF THE AMERICAN LABOR MOVEMENT IN THE LABOR MARKET.

American unions work for the economic well-being of their members. They negotiate through collective bargaining for decent wages and working hours, sick leave, time off for holidays and vacations, cost of living raises, and fringe benefits such as pension, health, and medical care plans. They also bargain for hiring, firing, promotion, and layoff policies, reasonable work rules and work speeds, and occupational safety and health.

There are three layers to the structure of American unions: (1) the local unions, (2) the national (or international) unions, and (3) the federation of national unions (AFL-CIO). The local unions are the single chapters or lodges of a national union. A member joins a local union, pays dues to it. Usually, the local union signs the collective bargaining agreement determining wages and working conditions. The bylaws and practices of the local union reflect the broad policies of the union at the national level.

Today, national and international trade unions (called international because they have members in Canada and U.S. trust territories) are the keystone of the American labor movement. Just over 100 of them are affiliated with the AFL-CIO.

History

Around the beginning of the 19th Century, workers in many trades began to form local unions to engage in collective bargaining with their employers over such matters as wages and hours of work. Included among the earliest

workers to engage in collective bargaining were shoemakers, tailors, carpenters, and printers. Although employers often turned to the courts to resist this intrusion into the workplace, workers persevered in their efforts to form unions and engage in collective bargaining. In 1827, unions in Philadelphia had become well enough established to form the first city-wide labor federation, a delegate body representing fifteen different unions in the city.

In 1842, the legality of trade unionism was first established by an American court of law. In the landmark case of the Commonwealth of Massachusetts vs. Hunt, the court held that workers could legally form a union to engage in collective bargaining with employers over wages, hours and related issues as long as they pursued "virtuous ends by virtuous means."

The years following showed some significant improvements in worker conditions such as the gradual decline in the length of the average working day from about thirteen hours to ten or twelve hours in most factories. Unionism and collective bargaining spread to almost every craft and to a majority of American cities. In many of these cities the local unions had formed city-wide central bodies.

The advances of post-Civil War industrialism hastened the growth of unions. Several national unions had come into existence, including national organizations of printers, molders, stone cutters, machinists, and locomotive engineers. Workers had learned that union efforts in the city could be frustrated if employers could send the work to other cities where working conditions were not as good, and therefore the work could be done cheaper. On the other hand, good working conditions negotiated by a union in industries such as housing construction in which the work itself could not be moved attracted a surplus of labor from the surrounding area, making it difficult

for the union to maintain the standards it had won. National unions developed from the understanding that effective collective bargaining could not take place in any industry if a substantial part of that industry was non-union.

By 1869 there were 24 national unions. In that year was also established the first truly national organization of workers. The Knights of Labor attempted to unify workers regardless of their craft, without regard to race, nationality, sex, or creed. The Knights' program called for reaching reforms such as an eight hour work day; equal pay for equal work by women; abolition of child and convict labor; public ownership of utilities; the formation of cooperatives, and, in essence, the peaceful replacement of a competitive society with a socialist one.

In the early 1880's, representatives of a number of craft unions, dissatisfied with the philosophy and policies of the Knights formed their own group, the American Federation of Labor (AFL). The AFL operated with three guiding principles: (1) business unionism -- they sought short-run "bread and butter" improvements in wages and working conditions and long-range improvements through evolution (rather than revolution), (2) voluntarism -- a policy of opposition to government interference in all matters related to labor organization and negotiations with management, and (3) federalism -- an organizational policy of autonomous national and international unions, each controlling its own trade specialty. With the growth of the AFL, the Knights' importance declined. Membership of the AFL had exceeded one million by the turn of the century.

The Industrial Workers of the World (IWW) formed in the early 1900's. Popularly known as the "Wobblies", the members were mostly immigrant unskilled factory workers, miners, lumbermen, and dock workers. Their

goals were to unite all workers into "One By Union", tear down capitalism by force, and replace it with socialism. The IWW claimed about 100,000 workers by 1912. Membership declined thereafter with internal dissention and the imprisonment of almost one hundred of its leaders on charges of sedition.

By WWI, union membership had reached five million. A setback to unions' influence occurred during the 1920's, when government withdrew its limited protection of labor's right to organize, and employers began refusing to recognize unions. However, during the Depression of the 1930's, the American labor movement advanced. In 1932, Congress passed pro-labor legislation, the Norris-La Guardia Act, which modified or eliminated some of the worse abuses against organized labor. Then, the National Labor Relations Act of 1935 (also known as the Wagner Act) was passed. The Wagner Act guaranteed the right of workers to organize and bargain collectively through representatives of their own choosing. It forbid employers from engaging in unfair labor practices such as discrimination against unionized workers, establishing a company union, or refusing to bargain in good faith with a recognized union. And the Wagner Act established the National Labor Relations Board (NLRB) to enforce the act and supervise free elections among company employees who were seeking to determine which union, if any, should represent the workers. Under this legal umbrella, the labor movement flourished. By 1940, union members totaled 10 million.

In 1938, some insurgent unions in the AFL which had attacked the craft bias of the AFL were expelled from the Federation. They had argued that craft unions were "horizontal" unions, not well adapted to the needs of workers in modern industry with its emphasis on mass production and

hierarchies of skilled labor. They called for industrial unions, or "vertical unions" which could organize workers by the industry rather than the craft. Organizers from these expelled unions formed the CIO, or Congress of Industrial Organizations in 1938. The CIO organized previously unorganized workers by the millions in the auto, steel and other mass production industries. Both the AFL and the CIO continued to flourish through World War II. Union membership quadrupled between 1935 and the end of WWII.

At the end of the war, wartime price controls were lifted. Prices rose faster than wages, and strikes broke out in many major industries during 1945 and 1946. An anti-union sentiment grew in the Congress which resulted in the passage of a more restrictive labor legislation. The Labor-Management Relations Act (Taft Hartley Act) of 1947 amended the 1935 Wagner Act. The Taft Hartley Act maintained the rights afforded by the earlier Wagner Act, but also introduced the following provisions: it outlawed "unfair labor practices" such as coercion of workers to join a union, failure of a union to bargain in good faith with an employer, jurisdictional strikes (arguments between unions over which will perform particular jobs), and "featherbedding," or make-work rules which were imposed on employers to increase the demand for labor or amount of labor time on a job. The Taft Hartley Act outlawed the "closed shop", a practice which had allowed an employer to make union membership a condition of employment. But the Act permitted the "union shop", which allows a non-union employee to be hired on the condition that he or she join the union after he is employed. The Taft Hartley Act required unions to submit financial reports to the National Labor Relations Board, and further required union officials to sign non-communist affidavits. It prohibited strikes called before the end of a

60-day notice period prior to the expiration of a collective bargaining agreement, to allow time for conciliation prior to a walkout. The Taft Hartley enabled the President to obtain an 80-day court injunction to provide a cooling-off period in cases involving strikes which could endanger the national health or safety. Finally, the Taft Hartley Act also permits state legislatures to pass "right-to-work laws" -- state laws that make it illegal to require union membership as a condition of employment.

Some types of workers are exempt from the law. These include agricultural laborers, private household workers, independent contractors, supervisors, persons subject to the Railway Labor Act, public employees, and some hospital workers.

Most, but not all, labor unions joined with the AFL or the CIO. Those unions which are not affiliated with any federation of labor organizations are called independents. In 1955, the AFL and the CIO merged into the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO). With this, the American union movement had come to full maturity, and power. Union membership peaked at 17.5 million workers in 1956.

Membership

Membership in this country's 208 labor unions and professional and state employee associations totaled 24.4 million in 1978. Seventeen million workers were AFL-CIO affiliates; unaffiliated unions reported 4.8 million members. In other words, union membership comprised nearly twenty percent of the total labor force in 1978. Three states with the highest number of non-farm employees -- New York, California, and Pennsylvania -- accounted for almost one out of every three union members. These three states, coupled with Illinois, Ohio, and Michigan, accounted for almost 32 percent of all

union workers. In the thirty states which did not have right-to-work laws, 31.7 percent of the non-agricultural employees were organized compared with 15.8 percent in the 20 states which had such laws.

Historically, union membership has been concentrated in a small number of large unions. In 1978, this trend was still apparent: sixteen unions represented 61 percent of total union membership. In comparison, 84 unions represented just 2.4 percent of those on union roles. The Teamsters Union, the Automobile Workers, Steelworkers, and American Federation of State, County, and Municipal Employees are the unions with the largest membership.

Unionized women accounted for 11.6 percent of the total female labor force in 1978. In recent years, women union members have been more dispursed over a large number of unions. Substantially fewer unions now report an all-male rank and file. In 1978, women constituted at least 50 percent of all members in 26 unions. These unions account for 44.8 percent of all female members. Unions that claim 300,000 women members include the Teamsters, AFSCME, Retail Clerks, Clothing, Textile, Service Employees, Electrical Workers (IBEW) and the Teachers.

Occupational Distribution

In 1978, the number of "white collar" union members was nearly 6.3 million. These included 4.1 million professional and technical employees in unions such as Theatrical Stage Employees, Actors and Artists, Airline Pilots, Musicians, and Teachers. Also in 1978, reports on unions and associations to the Bureau of Labor Statistics indicated 1.2 million union members employed in clerical positions, and somewhat less than one million members employed in sales positions.

Industrial Distribution

Sixty-four percent of America's 24.4 million organized workers were employed in six industry categories:

Government:	6.2 million
Construction:	2.9 million
Transportation:	1.7 million
Services:	2.0 million
Wholesale and Retail Trade:	1.7 million
Transportation Equipment:	1.1 million

Since 1956, when BLS first requested union data by industry, records indicate unions have made their most sizeable gains in government and the non-manufacturing sectors. Except for 1960 and 1964, union membership in the manufacturing sector, as a proportion of the unionized work force, has declined steadily.

References

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"Collective Bargaining: Democracy on the Job", AFL-CIO. Publication No. 136, July, 1965.

Look over the tables on the following pages.

In 1978, how did your state rank among states regarding size of union membership? _____

How did your state rank in 1978 in terms of total union membership as a percent of the number of employees in non-agricultural establishments?

_____

Table 18. Distribution of membership of national unions by State and as a proportion of employees in nonagricultural establishments, 1976 and 1978

State	Membership (thousands)				Total union membership as a percent of employees in nonagricultural establishments			
	1976	1976 rank	1978[1]	1978 rank	1976 (revised)	1976 rank	1978	1978 rank
All States	19,874	-	20,459	-	24.9	-	23.6	-
Alabama[2]	229	23	257	22	19.0	25	19.2	25
Alaska	50	43	43	46	29.1	13	26.2	13
Arizona[2]	117	32	122	30	15.4	35	13.8	37
Arkansas[2]	102	34	109	33	15.5	34	15.0	33
California	2,148	2	2,184	2	26.3	14	23.7	17
Colorado	175	27	172	27	17.4	31	15.2	32
Connecticut	309	17	296	18	24.9	18	21.9	22
Delaware	49	44	52	43	20.7	24	21.0	23
Florida[2]	365	16	367	16	13.1	44	11.7	46
Georgia[2]	261	20	271	20	14.2	38	13.6	38
Hawaii	129	29	120	31	36.9	3	32.1	6
Idaho	41	46	47	45	14.1	39	14.3	36
Illinois	1,451	4	1,497	4	31.8	8	31.5	7
Indiana	621	8	643	8	30.7	11	29.3	10
Iowa[2]	192	26	212	26	18.5	27	19.2	26
Kansas[2]	125	31	117	32	15.0	37	12.8	42
Kentucky	275	19	274	19	24.7	19	22.4	21
Louisiana[2]	213	25	227	24	16.2	32	16.0	30
Maine	67	40	74	39	17.9	29	18.3	27
Maryland-District of Columbia	440	14	458	14	21.2	23	21.0	24
Massachusetts	570	10	611	9	24.6	21	24.5	14
Michigan	1,165	6	1,223	6	35.7	5	34.6	3
Minnesota	385	15	411	15	25.3	15	24.4	15
Mississippi[2]	87	35	103	35	12.0	47	12.7	44
Missouri	572	9	578	10	31.8	7	30.0	8
Montana	60	42	67	41	23.9	22	24.1	16
Nebraska[2]	87	35	92	36	15.2	36	15.3	31
Nevada[2]	69	38	80	37	24.7	20	22.9	20
New Hampshire	43	45	48	44	13.7	40	13.2	40
New Jersey	697	7	683	7	25.3	16	23.0	19
New Mexico	73	37	54	42	18.7	26	12.1	45
New York	2,515	1	2,753	1	37.1	2	39.2	1
North Carolina[2]	141	28	147	28	6.8	49	6.5	50
North Dakota[2]	26	48	34	47	12.1	45	14.6	35
Ohio	1,289	5	1,294	5	31.5	9	29.5	9
Oklahoma	126	30	138	29	13.5	42	13.4	39
Oregon	221	24	232	23	25.2	17	23.1	18
Pennsylvania	1,642	3	1,595	3	36.4	4	34.2	4
Rhode Island	114	33	108	34	31.1	10	27.1	12
South Carolina[2]	68	39	76	38	6.6	50	6.7	49
South Dakota[2]	21	50	24	50	9.6	48	10.3	48
Tennessee[2]	288	18	303	17	18.3	28	17.7	28
Texas[2]	563	11	575	11	12.0	46	11.0	47
Utah[2]	62	41	68	40	13.4	43	12.9	41
Vermont	30	47	33	48	17.8	30	17.4	29
Virginia[2]	252	21	258	21	13.6	41	12.7	43
Washington	453	13	496	13	35.3	6	33.1	5
West Virginia	232	22	226	25	38.9	1	36.8	2
Wisconsin	506	12	522	12	29.3	12	27.8	11
Wyoming[2]	25	49	28	49	16.0	33	14.9	34
Membership not classifiable[3]	133	-	60	-	-	-	-	-

[1] Based on reports from 125 national unions and estimates for 49. Also included are local unions directly affiliated with the AFL-CIO and members in single-firm and local unaffiliated unions.

[2] Has right-to-work law.

[3] Includes local unions directly affiliated with the AFL-CIO.

NOTE: Because of rounding, sums of individual items may not equal totals. Dashes indicate no data in category.

Table 19. Distribution of membership of national unions and employee associations by State and affiliation, 1978

(Membership in thousands)

State	Total union and association membership[1]	Unions				Associations			Total union and association membership as a percent of employees in nonagricultural establishments	
		Total	AFL-CIO	Unaffiliated		Total	Professional and State employee associations	Municipal associations	Percent	Rank
				National	Local unions[3]					
All States	23,306	20,459	15,618	4,509	332	2,848	2,613	235	26.8	-
Alabama[2]	329	257	216	41	(*)	72	72	(*)	24.6	25
Alaska	53	43	28	14	1	11	11	-	32.3	9
Arizona[2]	159	122	100	21	(*)	37	36	1	18.0	36
Arkansas[2]	128	109	93	16	(*)	19	19	-	17.6	37
California	2,659	2,184	1,737	427	20	475	362	113	26.8	16
Colorado	205	172	144	28	(*)	33	32	1	18.1	35
Connecticut	358	296	215	68	14	60	58	2	26.4	21
Delaware	59	52	33	15	4	8	8	-	23.9	26
Florida[2]	415	367	333	34	(*)	47	44	3	13.2	48
Georgia[2]	314	271	221	49	(*)	43	43	(*)	15.8	42
Hawaii	134	120	94	27	(*)	14	14	-	35.9	6
Idaho	63	47	36	12	-	16	16	(*)	19.1	34
Illinois	1,590	1,497	1,083	382	32	94	93	(*)	33.4	8
Indiana	700	643	429	210	5	57	57	-	32.0	10
Iowa[2]	250	212	140	70	1	39	38	(*)	22.6	28
Kansas[2]	144	117	94	22	2	27	27	-	15.8	41
Kentucky	311	274	178	92	3	38	38	-	25.4	22
Louisiana[2]	240	227	196	27	5	13	13	-	17.0	39
Maine	100	74	67	7	1	25	24	1	24.7	24
Maryland-District of Columbia	546	458	366	76	15	88	83	5	25.0	23
Massachusetts	692	611	501	101	9	81	79	2	27.7	17
Michigan	1,362	1,223	586	624	13	139	132	7	38.5	3
Minnesota	464	411	323	86	2	53	53	(*)	27.6	18
Mississippi[2]	122	103	95	8	(*)	18	18	-	15.0	44
Missouri	598	578	420	153	4	20	20	-	31.0	11
Montana	83	67	58	9	(*)	16	16	(*)	29.9	14
Nebraska[2]	116	92	79	13	(*)	24	24	-	19.3	33
Nevada[2]	95	80	67	13	(*)	15	15	(*)	27.2	20
New Hampshire	61	48	40	6	1	13	13	(*)	16.8	40
New Jersey	810	683	511	154	17	127	116	11	27.3	19
New Mexico	66	54	46	8	(*)	12	12	-	14.8	45
New York	2,877	2,753	2,371	345	37	123	49	74	41.0	1
North Carolina[2]	242	147	117	28	1	95	95	-	10.7	49
North Dakota[2]	45	34	26	8	-	11	11	-	19.4	32
Ohio	1,472	1,294	935	337	23	178	177	1	33.6	7
Oklahoma	177	138	115	23	1	39	39	-	17.2	38
Oregon	296	232	181	49	3	64	63	1	29.4	15
Pennsylvania	1,741	1,595	1,209	331	55	146	145	(*)	37.3	4
Rhode Island	119	108	95	12	1	11	11	(*)	29.9	13
South Carolina[2]	101	76	65	11	-	25	25	-	8.9	50
South Dakota[2]	34	24	20	5	-	9	9	-	14.6	46
Tennessee[2]	358	303	248	52	3	55	54	1	21.0	29
Texas[2]	698	575	484	80	11	124	122	2	13.3	47
Utah[2]	103	88	54	14	(*)	35	34	1	19.6	31
Vermont	43	33	22	11	(*)	10	10	-	22.7	27
Virginia[2]	311	258	172	65	21	53	53	(*)	15.3	43
Washington	547	496	398	85	13	51	50	1	36.5	5
West Virginia	246	226	120	96	10	23	23	-	40.4	2
Wisconsin	573	522	413	104	5	51	47	4	30.5	12
Wyoming[2]	37	28	24	4	(*)	10	9	(*)	19.6	30
Membership not classifiable[3]	61	60	21	39	-	1	(*)	1	-	-

[1] Based on reports from 125 national unions and estimates for 49, and on reports from 34 employee associations. Also included are local unions directly affiliated with the AFL-CIO and members in single-firm and local unaffiliated unions.

[2] Membership of single-firm and local unaffiliated unions derived from a 1977 survey by the Bureau of Labor Statistics.

[2] Has right-to-work law.

[*] Less than 500 members.

[3] Includes local unions directly affiliated with the AFL-CIO.

NOTE: Because of rounding, sums of individual items may not equal totals. Dashes indicate no data in category.

Apprenticeship

One way workers learn the practical and theoretical aspects of work required for some skilled occupations, craft, or trade is through apprenticeship, a combination of on-the-job training and related technical instruction. Apprenticeship programs are conducted by employers. They are often jointly operated with labor and management. The apprentice attends classes at local vocational schools, junior college, or takes home study courses.

Most trades require three to four years of apprenticeship training. Apprentices are paid, while they train on the job, at progressive wage rates which start at about half a journeyman's rate and move up to 95 percent full pay near the termination of the apprenticeship.

There are 542 skilled, apprenticeable trades. Among these includes car mechanic, baker, bricklayer, carpenter, electrician, machinist, operating engineer, optical technician, painter, roofer, sheet metal worker, structural steel worker, and tool and die maker.

The U.S. Department of Labor Apprenticeship Program serves men and women at least sixteen years of age who are eligible. They must be physically able to do the work. For some trades, they must have a high school diploma or General Educational Development (GED) certificate. Your local employment service office or AFL-CIO office can tell you more about apprenticeship programs and apprenticeable trades in your area.

COMPETENCY 4 THE COUNSELOR CAN DEFINE THE CONCEPTS OF EMPLOYMENT, UNEMPLOYMENT, AND UNDEREMPLOYMENT, AND PROVIDE TWO EXPLANATIONS FOR UNEMPLOYMENT.

The concepts of employment and unemployment are relatively new. They were introduced during the late 1930's after the mass unemployment of the Great Depression increased the need for statistics to count the degree of the problem. At that time, widely conflicting estimates from researchers necessitated a coordinated effort to agree on how to define and count the unemployed. The definitions offered here are those same ones used by government agencies to obtain the employment and unemployment figures you hear so frequently on the media. The government cannot make a complete headcount of the jobless, so they rely on a sample. Each month, trained interviewers visit about 56,000 households in the United States to collect information on their current employment status. This survey is called the Current Population Survey.

Employed persons comprise all those people in the civilian population who, in one particular week did any work at all as paid employees, or as self-employed, or who worked at least 15 hours during the week as unpaid workers in a family business. It also includes those people who were not working but were only temporarily absent from their usual jobs, due to illness, vacation, or strike.

Unemployed persons include those people who were not working during the survey week, but were looking for work, and available. Unemployed figures do not count the "discouraged workers" who have stopped looking

for jobs. They also do not include the people who may want full time employment but can only find part time jobs.

The civilian labor force, then, includes the employed plus the unemployed.

There are many different explanations for unemployment. We will address three different theories that try to explain why people are jobless.*

Economists generally think that as much as one half to two-thirds of present national unemployment can be accounted for by frictional unemployment. This is the temporary joblessness of individuals who are between jobs, engage in seasonal work, have quit their jobs and are looking for better ones, or are looking for their first job. Obviously, for these workers, the amount of time they are unemployed will depend on how much helpful labor market information is available. Generally, when a worker begins looking for a job, it is not in his or her economic interest to take the first available position. He or she will want to spend time assessing the labor market -- acquiring information on types of jobs available, level of wages, and working conditions available for someone with his or her qualifications. Counselors can provide such information readily, and thus facilitate the job search. In the case of frictional unemployment, unemployment represents an investment by the worker, to exchange joblessness for acquisition of good labor market information in order to get the best possible job eventually. The length of the unemployment is affected by his or her ability to acquire

* The information in this section was derived chiefly from: Weinstein, M., "Occupational Unemployment.", Occupational Outlook Quarterly, Fall, 1979, pp 28-36.

the information, and by the inefficiency of the labor market in matching workers with job vacancies. This inefficiency creates the "friction" in the job market.

Cyclical unemployment is another kind of unemployment situation -- one that arises from changes in the level of business activity. In periods of recession, when business is not good, people don't spend as much money, sales of products decline, and many companies cut production and lay off some workers. Personal income and corporate profits decline, reducing tax revenues. Then, government programs and services may be reduced, creating more unemployment. Cyclically unemployed workers may be out of work for months or even longer.

Structural unemployment is another kind of long term joblessness that results from changes in the kinds of workers needed by the economy. These people are not just out of work -- they are out of careers. New technologies will replace workers, making their skills obsolete, and then structurally unemployed. Or, workers may lose their jobs because competition from imported products hurts their employers business and they are laid off. Inner city youths who lack the skills employers in their local labor market need are also structurally unemployed, as well as people who want jobs they can't have because they live too far away from them.

You may also have heard the term "underemployment". Underemployed persons include those people who are working in jobs below their skill level or experience.

Structural unemployment explains why there are always jobs that go begging -- the list of want ads in the papers for vacancies, while there is a high level of unemployment. Many would be employees lack the proper skills; or the pay is too low, the working conditions poor, or the positions don't utilize the workers' abilities.

One responsibility of counselors should be to alert clients that some occupations have more favorable long-term career prospects than others. Counselors should understand the nature of structural unemployment, how it occurs in the local labor market, and use good labor market information to assess the employment potential in their local markets. In jobs with low wages, little opportunity for advancement, and high turnover, few people find the incentive to remain employed and hard working.

Identify the kind of unemployment each client below is suffering:

- a laidoff auto worker _____
- a clerk typist replaced by a trained word processor technician _____
- a recently graduated accountant looking for his first job _____
- a fruit picker traveling from California to Arizona _____

COMPETENCY 5	THE COUNSELOR CAN NAME AND DESCRIBE THREE MAJOR OCCUPATIONAL AND/OR INDUSTRIAL CLASSIFICATION SYSTEMS.

Let's begin with some basic definitions:

An occupation names a group of similar jobs performed in various organizations identified by the type of work being done, i.e., the tasks performed, or also by the human behaviors associated with the job.

An industry names a category of work establishments similar in the type of product or service produced.

In order to classify occupations and industries according to similarities, category systems have been developed to standardize the task.

There are thousands of occupational titles that people use to describe their work, its functions and characteristics. Some occupations are more similar to each other than others -- they may require the same kinds of skill, or training, or work with the same sort of tools. Economists as well as educators have worked to develop general classification systems that help organize occupations into clusters by similar characteristics, or functions. On the following pages are overviews of two major occupational classification systems, and the major industrial classification system. Read the instructions and work through the exercises to learn how to use the classification systems.

DICTIONARY OF OCCUPATIONAL TITLES (DOT), 4TH EDITION

AGENCY: U. S. Department of Labor, Employment and Training Administration

FREQUENCY: 1977, most recent

COVERAGE: Nationally-based publication

MAJOR CONTENTS:

In the Dictionary of Occupational Titles, over 20,000 occupations have been identified, defined and classified in a systematic way. Each definition includes a nine digit code, the primary industry in which the occupation is found, and alternative names by which the job is known as well as a description which lists the most common job tasks. The most recent edition (fourth) has also attempted to reduce the quantity of technical language that was present in past editions and has included a glossary for technical terms which could not be eliminated. Additionally, the latest edition has grouped occupations with similar job duties together, making it easier to determine what occupations are most similar in different industries. This is especially helpful in occupational choice and job search when clients must consider transferring their occupational skills to new industries.

In addition to its reductive system for locating occupational definitions, the DOT also includes an alphabetical listing of occupational titles and a listing of occupational titles by industry. These title listings are at the back of the volume.

Finally, it is important to stress that the coding system within the DOT is commonly used as a cross-referencing device for relating various kinds of occupational information. Thus, DOT codes are listed with occupations in the Occupational Outlook Handbook, Guide for Occupational Exploration, and the Standard Occupational Classification system, allowing counselors to easily accumulate information on the same occupation while using different information resources. Additionally, DOT codes are used by a number of standardized assessment instruments for aptitudes (e.g., General Aptitude Test Battery) and interest (e.g. Strong-Campbell Interest Inventory).

Content of the DOT includes job activities, related occupations industry, preparation for work (available in supplement only) and some information on job activities (available in supplement only).

The Dictionary of Occupational Titles

The 1977 edition of the DOT contains approximately 20,000 occupational titles and definitions that are grouped to organize the millions of jobs in the U.S. economy based on similarities on how jobs are performed in work establishments all across the country.*

There are six basic parts to an occupational definition:

1) the 9-digit occupational code number,
2) the occupational title,
3) the industry description,
4) alternate titles,
5) the body of the definition,
6) undefined related titles (if any).

The nine digit DOT code provides a unique identifier for each of the nearly 20,000 occupations in the DOT. Each digit serves a specific function.

The first three digits identify a particular occupational group. All occupations are clustered into one of nine broad categories, (1st digit), 82 specific divisions (1st two digits), and 559 small homogeneous groups (the 1st three digits). The nine primary occupational categories include:

0/1 Professional, Technical, and Managerial Occupations,
2 Clerical and Sales Occupations,
3 Service Occupations,
4 Agricultural, Fishery, and Forestry Occupations,
5 Processing Occupations,
6 Machine Trades Occupations

* The following discussion of Occupational Classification Systems is derived largely from Vocational Preparation and Occupations, NOICC, 1981.

7 Benchwork Occupations,
8 Structural Work Occupations,
9 Miscellaneous Occupations.

The middle three digits of the DOT code identify the "worker function" ratings of the tasks performed. The fourth, fifth and sixth digits of the code number are based on the following findings of the U.S. Employment and Training Service research:

1. Every job requires the worker to function in some degree in relation to Data, People and Things.

2. The relationships specific to Data, People and Things can be arranged in each case from the simple to the complex in a hierarchy so that, generally, each successive function can include the simpler ones and exclude the more complex functions. (As each of the relationships to people represents a wide range of complexity, resulting in considerable overlap among occupations, their arrangement is somewhat arbitrary and can be considered a hierarchy only in the most general sense.)

3. It is possible to express a job's relationship of Data, People, and Things by identifying the highest appropriate function in each hierarchy to which the job requires the worker to have a significant relationship.

4. Together, these three digits of the code number can express the total level of complexity at which the job requires the worker to function.

The three middle digits express the worker's relation to each of these three groups:

0 Synthesizing	0 Mentoring	0 Setting Up
1 Coordinating	1 Negotiating	1 Precision Working
2 Analyzing	2 Instructing	2 Operating-Controlling
3 Compiling	3 Supervising	3 Driving-Operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking-Signaling	6 Feeding-Offbearing
	7 Serving	7 Handling
	8 Taking Instructions-Helping	

The Data, People and Things hierarchy levels are arranged in what is meant to be a descending scale of functional complexity. The lower numbers represent more complex or higher "skill" levels. For example, with this numbering system, it may be inferred that an occupation having the middle three digits of .261 is of a "higher skill level" than a job coded .685. This type of inference can be useful in comparing different jobs but it <u>should only be applied if the jobs are in the same occupational group</u>, i.e., have the same first three digits. In addition, the Data, People and Things level are descriptive concepts rather than quantitative measures, and as such, do not always represent the fullest expression of job complexity. They describe what the worker does on the job. Sometimes what workers <u>do</u> is an adequate discriminator of performance level, sometimes it is not.

In the example on the next page, showing the fourth edition code for Construction Equipment Mechanic (construction), the numbers indicate that the worker's relationship to Data is at hierarchy level 2, which is described as "Analyzing"; the relationship to People is at level 6, which is described as "Speaking-signaling"; and the relationship to Things is at level 1 for "Precision Working." The numbers provide a description of the worker's functional activities in this particular occupation. The worker's activities involve analyzing data and precision working with things. Contacts with people are of minor importance, involving speaking and signaling. All occupations can be expressed in this way. It should be noted that in the Dictionary, only those relationships which are occupationally significant in terms of the requirements of the job are reflected in the code numbers. The incidental relationships which every worker has to Data, People, and Things, but which do not seriously affect successful performance of the essential duties of the job are not reflected.

The assignment of digits 4-5-6 of a DOT code to any given job is made regardless of the occupational group involved. The functional code in the above example of .261 may apply to many occupations in many different areas of technology besides the Occupational Group 620 if it correctly indicates what the worker does in the various occupational groups.

It is in the combination of the first three digits with the second three digits that the full occupational meaning can be realized -- the

CONSTRUCTION EQUIPMENT MECHANIC (CONSTR.)

1ST 3 DIGITS

OCCUPATIONAL GROUP ARRANGEMENT

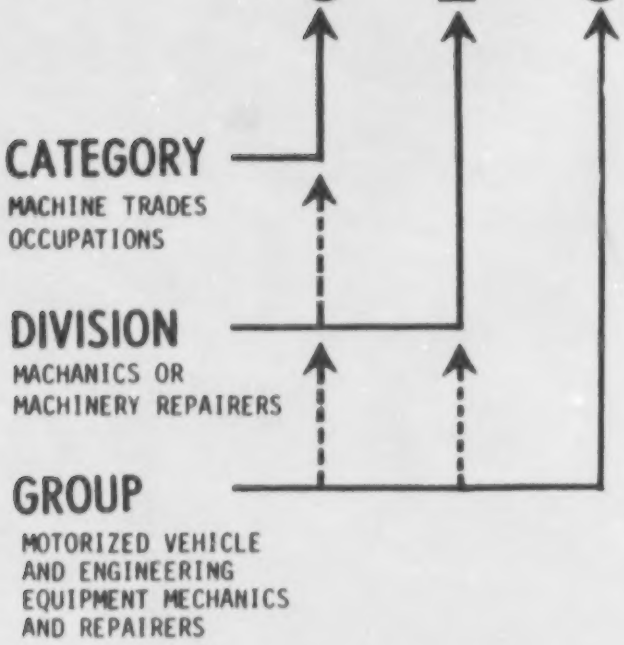
2ND 3 DIGITS

WORKER FUNCTIONS (DATA, PEOPLE AND THINGS)

LAST 3 DIGITS

SERIAL # (ARRANGED BY # IN ALPHABETICAL ORDER)

6 2 0 . 2 6 1 - 0 2 2



DATA 2 ANALYZING

PEOPLE 6 SPEAKING-SIGNALING

THINGS 1 PRECISION WORKING

UNIQUE NUMERICAL CODE OF A SPECIFIC BASE TITLE.

second three digits expressing what the worker does and the first specifying the occupational area in which the work is being done. The resulting combination provides a thumbnail sketch of the occupation.

The third group of three digits, positions 7-8-9, provides a unique suffix code for each occupational title defined in the DOT. Where a six-digit code number is applied to only one job title, the suffix code is 010. Occupations that have identical six-digit DOT codes begin with the 010 suffix code and progress in additive steps of four, such as 014, 108, 022. In the fourth edition DOT, these steps are usually assigned in alphabetical order of occupational titles.

The combination of these three groups of digits results in a unique nine-digit code which serves to define the given occupation and differentiates it from all others.

Each occupational title defined in the fourth edition DOT has at least one industry designation and is coded accordingly.

The industry designation often differentiates between two or more occupations with identical titles but different duties. Because of this, it is an integral and inseparable part of any title. The industry designation usually tells one or more things about an occupation such as its location (hotel and restaurant, machine shop); the types of duties associated with it (such as education, or cleaning, dyeing and pressing); the products manufactured (such as textile or optical goods); the processes used (such as electroplating or petroleum refining); or the raw materials used (metal alloys, stonework).

Occupations which occur in a greater number of industries or those not considered to have any particular industrial attachment are given the designation "any industry". The occupational title and industry designation should always be given together.

Find the nine digit DOT for the occupation "counselor". Write it below:

_____

Review the explanation of the digits of the DOT in Unit 2, or look it up in the front of the DOT. Write what each of the three middle digits tells you about worker functions of "counselor" as defined by DOT.

4th digit _____

5th digit _____

6th digit _____

Would the DOT be useful for you in your work? ____Yes ____ No

How would you use it? List three ways.

1) _____

2) _____

3) _____

SELECTED CHARACTERISTICS OF OCCUPATIONS DEFINED IN THE DICTIONARY OF OCCUPATIONAL TITLES

AGENCY: U.S. Department of Labor, Employment and Training Administration

FREQUENCY: 1981, most recent

COVERAGE: Nationally based publication

MAJOR CONTENTS:

This supplement to the DOT provides detailed occupational characteristics data. Supplementary data on training time (including mathematical and language development and specific vocational preparation), physical demands, and environmental conditions are listed for each job defined in the Dictionary.

The information in the supplement is in two parts. Part A clusters occupational titles using the coding system of the Guide for Occupational Exploration (GOE). This grouping of occupations helps the user to see relationships among requirements of jobs characterized by predominant worker interest factor. Part B lists occupational titles in order of the nine-digit DOT code, and specifies the physical strength required for each listed occupation.

PHYSICAL DEMANDS

Physical demands are those physical requirements of a job, and the physical capacities a worker must have to meet those requirements.*

The physical demands listed in the VPO serve as a means of expressing both the physical requirements of the job and the physical capacities (specific physical traits) a worker must have to meet the requirements. For example, "seeing" is the name of a physical demand required by many jobs (perceiving by the sense of vision), and also the name of a specific capacity possessed by many people (having the power of sight). The worker must possess physical capacities at least in an amount equal to the physical demands made by the job. Physical requirements of a job are defined in terms of six physical demand factors.*

1. Strength - measured by S-sedentary, L-light work, M-medium work, H-heavy work, and V-very heavy work,
2. Climbing and/or balancing,
3. Stooping, kneeling, crouching, or crawling,
4. Reaching, handling, fingering, or feeling,
5. Talking and/or hearing,
6. Seeing.

---

* DOT Supplement, 1981

ENVIRONMENTAL CONDITIONS

Environmental conditions are the physical surroundings of a worker in a specific job. They describe the environment in which the worker is expected to perform. Environmental conditions are defined in terms of seven factors.

1. Inside-Outside, or both
2. Cold
3. Hot
4. Wet-Humid
5. Noise-Vibration
6. Hazards
7. Atmospheric Conditions

TRAINING TIME

Training Time is the amount of Mathematical Development (M) and Language Development and Specific Vocational Preparation (SVP) required of a worker to perform the duties of a particular occupation. The two factors, (M) and (L), are differentiated by six levels. The higher the level, the more complex development required to perform the job.

The idea underlying Specific Vocational Preparation (SVP) is that some amount of time is required to learn the techniques, develop the facility, and acquire the information for average performance in a specific occupation. It also involves any amount of practice time needed to apply the learning in order to reach a level of average performance.

SVP is defined as follows:

> The amount of time required to learn the techniques, acquire the information, and develop the facility needed for average performance in a specific job-worker situation. This training may be acquired in a school, work, military, institutional, or vocational environment. It does not include orientation training required of a fully qualified worker to become accustomed to the special conditions of any new job. *

In order to express the amount of Specific Vocational Preparation (SVP) required by various jobs, the following scale of time periods has been established:

Level	Time
1	Short demonstration only
2	Anything beyond short demonstration up to and including 30 days
3	Over 30 days up to and including 3 months
4	Over 3 months up to and including 6 months
5	Over 6 months up to and including 1 year

* DOT Supplement, 1981

Level	Time
6	Over 1 year up to and including 2 years
7	Over 2 years up to and including 4 years
8	Over 4 years up to and including 10 years
9	Over 10 years

SVP does not represent just the amount of time required to learn a job. It also involves any amount of practice time needed to apply the learning in order to reach a level of average performance. The amount of time needed for Specific Vocational Preparation (SVP) is also an indicator of the complexity of a job. The greater the training time required, the more complex the job. An example of this can be seen by comparing the following jobs from the aircraft manufacturing industry. The title Aircraft-Aerospace Manufacturing is the DOT Industry Designation title.

DOT Code	DOT Title	Industry Description	SVP	Time
706.684-066	Instrument-Panel Assembler	Aircraft-Aerospace Manufacturer	4	3 - 6 months
706.684-022	Fabric Worker	Aircraft-Aerospace Manufacturer	5	6 mos - 1 year
865.484-010	Safety-Glass	Aircraft-Aerospace Manufacturer	6	1 - 2 years

All of the jobs are basically "manipulating" jobs (refer to code digits 4-5-6). In terms of the activity level involved, they all have a GED requirement of 3. The difference among these jobs is the SVP as shown by the varying amount of time it takes to learn the specific techniques of job performance, acquire specific job knowledge and develop the required competencies.

STANDARD OCCUPATIONAL CLASSIFICATION (SOC) MANUAL

AGENCY: Office of Management and Budget and Office of Federal Statistical Policy and Standards

FREQUENCY: 1977, 1980

COVERAGE: Nationally-based publication

MAJOR CONTENTS:

The Standard Occupational Classification (SOC) Manual was designed as a standard to ensure comparability of occupational statistics collected by social and economic statistical reporting programs. Its aim was to improve knowledge of the interrelationship between occupations and demographic characteristics by establishing common definitions and classifications. This classification system, for example, was used in the 1980 Census.

The Standard Occupational Classification (SOC) system actually consists of two volumes. The first volume of the SOC is organized by occupational groupings. A companion volume, titled Alphabetic Index of Occupations, organizes the same occupations alphabetically.

The SOC does have three features which can be helpful to counselors:

a) The SOC groups similar occupations together by function and also lists industrial (SIC) codes for those occupations. Hence, referring to these tables can suggest possible transfer of occupational skills across industries. This characteristic should be especially helpful to counselors who must assist their clients in transferring their skills to related occupations.

b) Reference to these volumes will provide you with codes that will allow you access to local data from the 1980 Census. Through these volumes you will also be able to correlate census information with information from the Dictionary of Occupational Titles (DOT) and the Standard Industrial Classification (SIC) Manual.

c) The classification system of these manuals is now used for compiling occupational statistics by a number of Federal, State and Local governmental units. Using these volumes, you will have access to a sizeable amount of occupational data on your geographic area.

The Standard Occupational Classification (SOC)

The Standard Occupational Classification (SOC) provides a mechanism for cross-referencing and aggregating occupation-related data. The system is designed to maximize the analytical utility of statistics on the labor force, employment, income, and other occupational data collected for a variety of purposes by various agencies of the United States Government, State agencies, professional associations, labor unions and private research organizations.

The SOC covers all occupations in which work is performed for pay or profit, including work performed in family-operated enterprises where direct remuneration may not be made to family members.

In developing this classification, the following principles were followed:

1. The classification should realistically reflect the current occupational structure of the United States.

2. An occupation should be classified on the basis of work performed.

3. Place of work (industry) should be considered in classifying an occupation only when the work setting alters the nature of the work sufficiently to warrant separate classification.

4. The occupations should be classified in homogeneous groups that can be defined so that the content of each group is well delineated.

5. An occupation that combines two distinct activities should be classified in one group on the basis of the primary activity -- the one that accounts for the major portion of the worker's time.

6. Each occupation should be assigned to only one group at the lowest level of the classification system (unit group).

7. Large size should not by itself be considered sufficient reason for separate identification of a group.

8. Small size should not be considered sufficient reason for excluding a group from separate identification, although size must be considered, or the system could become too large to be useful.

9. Supervisors should be identified separately from the workers they supervise wherever possible in keeping with the real structure of the world of work.

10. Apprentices and trainees should be classified with the occupations for which training is being taken.

11. Helpers should be identified separately when their work is such that they are not in training for the occupation for which they are providing help, or if their work is truly different.

12. The need for comparability to International Standard Classification of Occupations should be considered in developing the structure, but it should not be an overriding factor.*

---

*U.S. Department of Commerce, Office of Federal Statistical Policy and Standards, Standard Occupational Classification Manual, U.S. Government Printing Office, Washington, October 1977, p. 7-8.

The SOC is structured on a four-level system: division, major group, minor group, and unit group. Each level represents groupings in successively finer detail which enables users to tabulate or analyze data on different levels of aggregation. Residual categories are established, where necessary, at all levels to handle groups of occupations that do not warrant separate identification or do not fit into one of the specific groups.

Each group includes a listing of Dictionary of Occupational Titles (DOT), Fourth Edition, codes and titles which are descriptive of the group. They are assigned to that group and only to that group. All DOT titles are included in the classification. Immediately following the title there may be a Roman numeral, e.g., I - II - III. These numbers indicate that there is more than one occupation with the same title and industry designation. The first column of numbers, where there are two columns, is the DOT industry designation code. This industry code has no relation to the SIC. Do not confuse it with the SIC. The last column is useful -- it contains the nine-digit DOT code associated with the DOT title.

Selected occupational codes from the 1970 Census of Population Classified Index of Industries and Occupations are also included in the groups. The Census codes, which are the single three-digit number in a column near the center of the page, were added to provide additional information about the content of these groups. These codes are Census occupation codes and can be found in the above mentioned publication.

Using the SOC Manual, review the Table of Contents, and locate the SOC code for "vocational and educational counselors". Write it below:

SOC _____

List the Dictionary of Occupational Titles categories under the SOC title "Vocational and Educational Counselors":

_____

_____

_____

_____

_____

How might you use the SOC, DOT, and SIC in counseling? _____

_____

_____

Now, select two occupations of interest and look them up in the occupational classification manuals. Analyze the information. Write your analysis in the space below:

	"_____"	"_____"
DOT Code and Title		
Occupational Characteristics		
SVP		
Physical Demands		
Environmental Conditions		
DOT Industry Code		
SOC Code		
Two related occupations		

Next, consider this case: A fifty four year old male with an eleventh grade education has had thirty years of experience as a lumberjack and truckdriver. He has a touch of emphysema. He can occasionally lift 10 to 20 pounds. He must avoid inhaling fumes. Consider:

1. Can he be a log scaler?
2. Suggest two other occupations he might do.

STANDARD INDUSTRIAL CLASSIFICATION (SIC) MANUAL

AGENCY: Office of Management and Budget; Statistical Policy Division

FREQUENCY: Irregularly (most recent in 1972)

COVERAGE: Nationally-based publication

MAJOR CONTENTS:

The Standard Industrial Classification (SIC) Manual was designed to be used within government agencies for statistical purposes. By grouping together industries and then businesses within industries, it facilitated the ability of various governmental units to collect and format statistical data in mutually supportive ways. Basically, then, the SIC Manual is a classification system for industries.

The SIC has two features that can be helpful to counselors:

a) It classifies to a rather specific degree the types of businesses found within each industry. This can be especially helpful in planning a job placement strategy by suggesting alternative kinds of businesses that might hire workers in a given occupation.

b) Its classification system is now used for compiling industrial statistics by a number of Federal, State and Local governmental units. An understanding of this classification system will allow you access to a sizeable amount of industrial data on your geographic area.

The Standard Industrial Classification

Although there are several useful classification schemes for delineating occupations, there are only a few for categorizing industries. For our purposes, the most important, and also the most widely used, is the Standard Industrial Classification, most recently revised in 1972. The SIC, as it is called, is organized by the type of activity the industry engages in. It is intended to cover the entire field of American economic activity. This manual provides a useful reference for counselors, to review the range of industries in America, study in detail the types of firms within industries, locate convenient definitions for them, and use as a guide for organizing materials and literature on occupations and industries. This classification system is used in many of the information sources you will be learning about in this workshop. The SIC is an essential tool for everyone working with occupational information.

The SIC is divided into ten major divisions:

"Goods Producing" Industries	Agriculture, Forestry, Fishing, Hunting, and Trapping;
	Mining; (Energy)
	Construction;
	Manufacturing;
"Service Producing" Industries	Transportation, Communications, and Public Utilities;
	Wholesale Trade;
	Retail Trade;
	Finance, Insurance and Real Estate;
	Services;
	Public Administration.

Now, quickly review the following descriptions with the trainer.

MAJOR INDUSTRIAL DIVISIONS

Agriculture, Forestry, and Fisheries

Nationally, approximately 3.5 million people work in this industrial category. The actual number may vary with the season. Included in this group are the agricultural occupations, the forestry occupations and the fishing operations.

There has been a significant decrease in the number of persons employed in this industry in the past 50 years. The downward trend, which began before 1900, when approximately half of the working population of the country was employed in work on the farm, is leveling off today.

Agricultural workers feed not only the millions of people in this country but others around the world as well. In 1870, when the population of the United States was only a quarter of its present size, the farm labor force was about twice the size it is today. The great increase in farm output represented by these figures has resulted from such factors as the mechanization of farm machinery, the introduction of scientific breeding, improved fertilizers, increasingly specialized technical training of agricultural workers, and many advancements in scientific aids.

Mining (Energy)

The mining industry, which includes 960,000, comprises the extraction of metals, coal, crude petroleum, natural gas, and the quarrying of non-

metals, such as limestone, marble, granite, gravel, clay, and sand. In addition to miners, there are various professional and semi-professional workers, including chemists, geologists, geophysicists, and ceramic, chemical, electrical, and petroleum engineers and engineering aides. Within the past decade there has been an overall decrease in mining employment, particularly in bituminous coal mining. There has been increased employment, however, in such individual industries as nonmetal mining and quarrying. The energy crisis should result in an increase in coal mining, petroleum, and natural gas extraction.

Construction

In this category are found some 4.5 million workers. Construction may include nonbuildings (such as highways and streets) as well as buildings of various types. The occupations range from machine operators handling bulldozers, cranes, and pile drivers to paper hangers and painters. A characteristic of this group is its sharp variations in employment, depending upon general economic conditions. During the depression of the 1930s, for example, employment dropped by nearly 50 percent and again in 1974-75.

Manufacturing

In the nonagricultural grouping, the largest number of employed workers, 21 million, is found in manufacturing. The two divisions of this category are designated by the kind of goods produced: durable and non-durable. Examples of the former, the larger of the two divisions, are

iron and steel, machinery, automobiles, furniture; of the latter examples are paper and pulp, textiles, food, leather, chemicals. This industrial group, like construction, tends to show wide variations in employment. During "good times" when people can afford to buy washing machines, automobiles and other manufactured items, the number of workers increases, particularly in the durable division. Manufacturing as a whole is expected to expand more slowly in the next few years, with durable goods increasing at a faster rate than nondurable goods.

Transportation, Communications, and Public Utilities

This division includes the railroads, airlines, trucking, bus and streetcar lines, taxicabs, the merchant marine, telephone, electric light and power systems, gas and steam supply systems, and radio and television broadcasting. The number of workers in this category has not varied substantially over the past 40 years, even though the variety of types of service has increased greatly. Employment in railroads declined during the past ten years, while employment increases have occurred mainly in air transportation and communications.

Trade: Wholesale and Retail

Next to manufacturing this category employs the greatest number of workers, 20 million, who are found in establishments handling automobiles, electrical goods, apparel, food and drugs, furniture, etc. In the division of wholesale trade, the following occupations are included: broker, jobber, foreign buyer, manufacturer's agent, importer, and exporter. This retail trade division, which includes almost three fourths of the workers,

includes the proprietor, salesperson, cashier, stock clerk, window decorator, model, and delivery person. Like manufacturing and construction, this group is greatly affected by general economic conditions. Employment dropped in this category during the depression of the 1930s, but since that time it has more than doubled in size.

Finance, Insurance, and Real Estate

This division includes banks and trust companies, security dealers and exchanges, insurance and real estate agencies, and such specific occupations as securities salesperson, insurance agent, actuary, claim agent, and real estate salesperson. Since 1940, employment in this division has doubled due partly to the increase in building, purchase of insurance, and banking facilities, which depend considerably on the general economic situation. Over half of this division's workers are women.

Service and Miscellaneous

This group includes such representative services as automobile repair, recreation, and medical, legal, educational, and all types of personal services, as well as Agricultural services. Employment in this division more than tripled between 1920 and 1964, and a continued rise is expected with the continuing demands for personal services. Presently 17 million workers are employed in service and miscellaneous industries.

Public Administration

This division, the third largest, includes all workers in government, whether at a local, state, or national level -- a total in 1977 of 16 million. In line with a long-term trend, employment has been rising

steadily since 1920. This increase over the years can be attributed to the growth of public health, welfare, sanitation, education, and protective services in the past few decades. Most of the recent growth stems from state and local increases.

Now, in the spaces below, using your best judgment, list the ten major divisions of the SIC, in the order of their importance in your local area, according to how much employment they provide.

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

8) _____

9) _____

10) _____

Share your listings with the group. See if you can name a few of the major companies or employers for each industrial division located in your area. Later on, we will be looking at some data which will tell us more about the industrial pattern of your area. Understanding the industrial structure of the local area is important for counselors.

Turn to the Table of Contents of the SIC Manual. Locate the title of the industry in which you work. Write it below:

_____

What SIC division group is it? _____

What SIC major group is it? _____

What 4 digit SIC code best defines your type of firm? _____

Select an industry which is prominent in your local area. Name it below.

_____

and locate the 4 digit SIC code which represents it:

_____

Would the SIC be useful in your work? ____Yes ____No

List two ways you could use it.

1) _____

2) _____

COMPETENCY 6 THE COUNSELOR CAN IDENTIFY FOUR OCCUPATIONAL ISSUES CLIENTS SHOULD ADDRESS IN MAKING CAREER DECISIONS.

Let's begin with the most obvious question a counselor must consider with any client who comes to explore either long term options or immediate possibilities for employment. That question is:

1. WHAT OCCUPATIONS DO YOU WANT TO CONSIDER?

Some clients may have some clear ideas before they come in the door. Others may be confused, or have a whole list of choices. Others may need a job immediately and want help finding one. As we discussed in Unit 1, our occupational choices mold our lives. They are decisions most of us have to face. More Americans are working; more young Americans have to work; more older Americans are working after what we used to consider retirement age. We are a mobile society, and change jobs more frequently than we used to. We all need good information about employment to explore our options and make reasonable choices. Your role as a counselor includes having good information about occupations to help your clients explore all their options and make reasonable decisions.

List four occupations in which some of your clients typically express an interest, or obtain placement.

1) _____

2) _____

3) _____

4) _____

Share your lists with the group. Are any of the occupations the same? Discuss the kinds of occupations the group has listed. Can you group the occupations into distinct categories? What kinds of categories emerge. Look back at the major groupings of the DOT. Which ones are represented?

It may be that some of you marked the same occupation, or occupational title, on your worksheet. But it is possible that you may have been thinking of occupations which were very different. For instance, two of you may have marked "airplane pilot". One of you may have imagined a military pilot in uniform flying jets. The other may have imagined a crop duster winging a small craft over agricultural crops. Generally, listing just an occupation does not tell you very much about one important aspect of anyone's work -- the work environment, or context of the employment. So, another issue counselors can explore with clients that provides more needed information about employment should be considered:

2. IN WHAT INDUSTRY DO YOU WANT TO WORK?

Exploring this question provides the <u>context</u> for the occupation -- the kind of work setting for doing the job which produces a particular product or service. For instance, there are many nurses in the field of health. Some of them work in large hospitals, others in schools, others in plants, others for private clinics. These people work in the same occupations but they work in different industries. There are many occupations that stretch across a wide variety of industries. There are other occupations that are unique to particular industries.

Now, refer to the four occupations you previously listed on your worksheet, and list them again below. Then, next to each occupation, list two different industries where you think that occupation may typically be found.

	Occupation	Industry #1	Industry #2
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____

Share these with the group. Discuss how easy or difficult it was to match industries to the occupations on your list. We will explore good categories for talking about industries later on in this unit.

You can see that one way to focus on the clients' needs during a counseling session is to talk about one particular occupation, and consider the kinds of industries where that job may be found.

Sometimes, a client may come in to talk about one particular industry, although she or he may have no good idea about what particular occupation in that industry might be suitable or available. For instance, a client in a midwestern city may assume that he will work in the local manufacturing plant where most of his neighbors work. But he doesn't know what kind of job he can get or would like. In these cases, the question "what industry do I want to work in?" was the first issue the client has addressed. Another client may have a

keen interest in the electronics industry. She is certain she may enjoy work in that field, but is uninformed of the occupational choices in electronics. So, another way to focus on the counseling process with a client is to begin with an idea of the industry the client can work in, and explore the kinds of occupations in that industry.

Now, refer to the two industries you listed previously for occupation #1. Write them again below under the word "industry". Then, under each industry, write down a list of three different, other occupations that you think may also be found in this industry.

Industry	Industry
_____	_____
Occupations	**Occupations**
1) _____	_____
2) _____	_____
3) _____	_____

Share your lists of occupations with the group, discuss the different kinds of occupations you selected.

Did you think to include examples of the many service and clerical occupations that may be found in most types of firms? For instance, in the industry of agricultural production, you most likely would think of

farm laborers, equipment operators, or irrigators, as occupations which describe work on a farm. But there are also jobs requiring very different skills which need to be performed in the agriculture industry such as the accountants, soil scientists, or veterinarians.

As you are probably beginning to realize, it is virtually impossible when you start talking about career decision making to separate an occupation from the context of some industry. Occupations and industries are interrelated. Exploring alternatives about what occupations or what industry a client may want to work in goes a long way to defining the clients' needs. Different clients will begin the quest with different concerns and different questions, but the issues of occupation and industry are primary ones that all clients will want to discuss.

There is another issue that is also relevant in helping a client focus on his or her occupational options. That third issue is:

3. IN WHAT GEOGRAPHIC AREA DO YOU WANT TO WORK?

Your local area offers particular occupational opportunities. What kind of work is available depends on the local industries providing employment in your area. A client considering a particular occupation or industry must take into account <u>where</u> he or she can find such employment. How far will I have to commute? Do I need a car? Will I have to move? Or if a client plans to live in one particular area, he or she must make their decisions relative to available opportunities. Thus, the labor market, the geographic area within which people live and work, provides a constraint for determining occupational options. Addressing

the question of where one will work is a basic one.

On the lines below, describe what you know of the typical occupational and industrial characteristics of the geographic area where you live and work. List some.

1. _____

2. _____

3. _____

4. _____

Share your ideas with the group. What kinds of occupations and industries did you name as typical in your geographic area?

There is one other informational issue counselors should help a client address in career counseling. That question is:

4. WHAT ARE THE EMPLOYMENT OPPORTUNITIES (in the particular occupation/ industry/labor market you are considering)?

No matter how well qualified a person may be for a particular occupation, no matter how much experience he may have in a particular industry, if there are no job openings in that occupation in the particular labor market of interest, the person cannot work in that job. In order to find work in a selected area, a client should assess the employment opportunities, to understand the realistic alternatives.

Do you know what are the occupational employment opportunities in the largest industries in your area? Do you know what occupations in your area provide good employment opprotunities for unskilled labor? For professionals?

First, we said that the same occupations can be found in different industries:

	INDUSTRY				
OCCUPATION	Banking	Savings and Loan	Insurance	Laundry	Social Services
Accountants	x	x	x	x	x

Next, we said that any industry has many occupations:

	INDUSTRY				
OCCUPATION	Banking	Savings and Loan	Insurance	Laundry	Social Services
Accountants	x	x	x	x	x
Bookkeeper	x	x	x	x	x
Keypunch Operator	x	-	x	-	-
Sales Representative	x	x	x	x	-
Receptionist	x	x	x	-	x

Note, that the (x's) mark places where such occupations exist in the industry. The (-'s) mark places where the occupation is not significantly represented in that industry.

The model can be built now to illustrate the addition of employment information, and how such occupations and industries will vary by labor market. We said that labor markets differ. They differ in what occupations and industries are present, and in the levels of employment.

TEXAS, STATEWIDE, 1979
Occupational Employment In Selected Nonmanufacturing Industries

	INDUSTRY				
OCCUPATION	Banking	Savings and Loan	Insurance	Laundry	Social Services
Accountants	800	200	-	80	310
Bookkeepers	1730	210	420	170	530
Keypunch Operators	490	-	1310	-	-
Sales Representative	290	30	14440	440	-
Receptionist					

WISCONSIN, STATEWIDE, 1978
Occupational Employment In Selected Nonmanufacturing Industries

	INDUSTRY				
OCCUPATION	Banking	Savings and Loan	Insurance	Laundry	Social Services
Accountants	230	90	350	40	80
Bookkeeper	420	40	100	60	200
Keypunch Operator	180	-	440	-	-
Sales Representative	80	40	2410	70	-
Receptionist	240	40	60	-	140

These are actual occupational employment figures for the listed occupations in the listed industries in Texas and Wisconsin. Notice that the employment figures vary greatly in the two states. Later in this workshop, you will learn to work with numbers like these. Here, simply, you can see how answering questions about occupation, industry, labor market, gives you information you need to assess employment opportunities for clients, to guide them towards making practical decisions.

We have presented to you a model of the relationship of OCCUPATION, INDUSTRY, LABOR MARKET, and EMPLOYMENT. We have suggested that this model is the building block of the counseling process: providing good information to explore alternatives about these four concepts help guide a client to make reasonable decisions.

You know better than most people how serendipity the entire process of job selection and career development is for so many people. Young people lacking skills and training grab whatever work they can to begin earning money. People unaware of options beyond their own labor markets assume they have little choice. Students in universities are more undecided than ever. As counselors, you can offer the possibility of choice and reasoned decision making to clients by making accurate up-to-date information available to them so they can understand their options.

We call information about the labor market and job opportunities labor market information. In the next unit, we will begin to explore what labor market information is and where to get it.

WRAP UP

Preparing for your Action Plan

1. What occupations and industries would you like to be more knowledgeable about in your local labor market?

Occupations

Industries

2. List two large firms in your local area. How familiar are you with hiring practices, union requirements, typical job openings, career ladders, opportunities for advancement, etc.?

UNIT 3

OCCUPATIONAL AND LABOR MARKET INFORMATION - WHAT IT IS AND WHERE TO GET IT

INTRODUCTION TO UNIT 3

In this unit, we will review the general parameters of labor market information in terms of what specific kinds of questions it provides answers for. We will then focus briefly on the federal and state agencies and programs which produce and disseminate this information for your use.

UNIT 3 COMPETENCIES

COMPETENCY 1 THE COUNSELOR CAN DEFINE LABOR MARKET INFORMATION.

COMPETENCY 2 THE COUNSELOR CAN NAME THE MAJOR AGENCIES AND PROGRAMS RESPONSIBLE FOR THE DEVELOPMENT AND DISSEMINATION OF OCCUPATIONAL AND LABOR MARKET INFORMATION.

COMPETENCY 1 THE COUNSELOR CAN DEFINE LABOR MARKET INFORMATION.

In Unit 1, we explored the role of labor market information in the career decision making process. In Unit 2, we define some basic concepts related to the labor market, including "occupation, "industry", and "labor market". In this unit, we will explore for the first time what we mean by labor market information and where to find it. It is best, again, to present some definitions:

Labor Market Information (LMI): Describes the dynamics of employment opportunities and the work force. It is obtained by measuring and evaluating the various factors which influence the supply of and demand for workers in a specific geographic area. It includes three major elements relevant for counselors:

a) labor force information on employment, unemployment and characteristics of the population,

b) occupational information - descriptive and quantitative information of the characteristics of occupations and jobs, such as demand and supply, the nature of the occupation, working conditions, personal requirements, licensing, certification and registration requirements, methods of entry and advancement, earnings, and employment profile,

c) placement assistance information on the use of labor market information to find a job.

Notice that according to the definitions we will use, occupational information is one kind of labor market information. In this curriculum, we will sometimes use the term occupational information to focus on descriptive information about the characteristics of occupations and jobs.

We will generally use the term labor market information to focus on quantitative characteristics related to employment. Basically, the terms can be used interchangeably.

In this workshop, you will be learning about what labor market information is available at the state, national, and local level for your use as counselors with clients.

Below is a summary of the occupational and labor market information you will be exploring in this curriculum:

Labor Market Information Provides Answers To:

- What is the name or "title" of the occupation of interest?
- What are the occupational characteristics?
- What kind of training or education may be required for the occupation?
- What are the opportunities for advancement? (What is the career ladder?)
- What are related occupations (requiring the same skills, training, education, experience, etc.)
- In what industries are the occupations found?
- What are current employment opportunities for an occupation?
- What are projected employment opportunities for an occupation?
- What are the range of employment opportunities in a labor market?
- What are the earnings for an occupation?
- Where can one find work in a particular occupation?

When you are working with a client involved in career decision making, some of this information will be more relevant and useful than other information. The client's needs and personal situation will help you decide what labor market information would be most useful. For example, the high school junior who is considering a profession may need different information than the 45 year old male whole plant just closed down and needs to start a new job as soon as possible.

Several client situations are listed below. Discuss these situations in small groups and see what kinds of labor market information may be useful in helping that client make a decision.

For each client situation listed, identify the occupational and labor market information which might be useful from the list on the previous page.

CLIENT SITUATIONS

1. High school senior girl, planning to get married, move to a large city in another state, and work for a few years.

_____

_____

_____

_____

2. A 48 year-old who suffered a heart attack and must find other employment after driving a semi-truck for 25 years.

_____

_____

_____

3. A 29 year-old skilled machinist whose plant just closed, and wants to move his family to a warmer climate.

4. A 44 year-old woman whose husband just left her with three children still in school and no job.

5. A high school junior who wants an apprenticeship in a secure trade.

6. A mobile, 20 year-old, disadvantaged high school dropout who wants training for an occupation with an above average wage.

7. A high school senior who wants to explore accounting as a career and settle down in his small home town.

_____

_____

_____

_____

8. A mobile, 24 year-old, recently discharged veteran with four years of missile repair experience who wants a good technical job.

_____

_____

_____

_____

In the next unit, we will present some assessment tools you can use to help you organize what kinds of occupational and labor market information is needed by the client. For now, you should begin to have a clear idea of what we mean by the terms, and what kinds of questions it answers for particular client situations.

COMPETENCY 2	THE COUNSELOR CAN NAME THE MAJOR AGENCIES AND PROGRAMS RESPONSIBLE FOR THE DEVELOPMENT AND DISSEMINATION OF OCCUPATIONAL AND LABOR MARKET INFORMATION.

Before we begin exploring labor market information in detail, it will be helpful to know the names of the major agencies and programs that produce this information, and generally how they are organized. You have probably heard of most of these agencies, and may even work for or with one frequently.

We will consider:

- The Employment and Training Administration (ETA)- Department of Labor, and the state counterparts, the State Employment Security Agencies (SESAs).
- The Bureau of Labor Statistics (BLS) - Department of Labor.
- The National Occupational Information Coordinating Committee (NOICC), and the state counterparts, the State Occupational Information Coordinating Committees (SOICC).
- Career Information Delivery System programs (CIS or CIDS).

Notice, each of these agencies has an acronym attached to it. I'll read these through again emphasizing this short form of the title.

Now, let's take these one at a time and talk about what they are and what they do.

Employment and Training Administration (ETA) and State Employment Security Agencies (SESA's)

ETA in conjunction with SESA's are responsible for the majority of the State and local labor market information publications we will be using

during this workshop. ETA is responsible for planning the overall program, funding, monitoring and evaluating the activities of SESA's, developing and disseminating reference tools and data, and providing technical assistance and training (for example, this workshop). Within these parameters, SESA's are responsible -- through their research and analysis units (R&A shops) -- for collection, analysis and dissemination of labor market information. SESA's also support the provision of technical assistance to local users.

A primary result of the data collection activities of SESA's is a series of labor market information publications. Generally, each state provides the following kinds of publications:

Annual Planning Information - Prepared for the state as a whole, and for most standard metropolitan statistical areas (SMSAs). It includes historical, current, and projected information on employment, unemployment, occupational trends, and the size and characteristics of the general population, the labor force, the unemployed, the economically disadvantaged, and special target groups. It is issued annually.

LMI Newsletter - Prepared for the state, and most SMSAs. They provide information on current employment and unemployment with comparison figures for the previous month and year, on the distribution of employment, hours and earnings, and on economic and industrial developments. Newsletters are issued monthly.

Occupational Labor Market Information - Prepared for the state and SMSAs. It includes information on the characteristics of occupations

and jobs, current and projected labor supply and demand by occupation, and wages or salaries and fringe benefits for various occupations. Occupational labor market information also includes job search materials that furnish information designed to help jobseekers find work. These publications are issued monthly, quarterly, and annually.

. Special Worker Group Publications - Provide data on youth, women, veterans, and/or selected minority or other special groups. At least one such publication is prepared annually by each SESA. Identification of the special worker group and the geographical areas covered are determined by state needs and priorities.

. Affirmative Action Information - Provided for the state and sometimes for individual localities, counties, and SMSAs. It provides federal contractors and subcontractors with information required for affirmative action. It contains statistics on women and minorities in the work force and in the general population. This publication is issued annually.

. Labor Market Information Research Publications - Present results of research projects which may be on a variety of subjects. Examples of topics covered are worker commuting patterns, labor demands resulting from new energy sources, and the impact of projected increases in military spending in an area. At least one research publication is published annually by each SESA.

. Directory of Labor Market Information - Serves as a catalogue for SESA reports, publications, releases, studies, and analyses. It is updated every two years and more frequently if changes and additions warrant.

In the next units, you will have an opportunity to examine some of these publications from your state.

Bureau of Labor Statistics (BLS) - Department of Labor

For our purposes, the Bureau of Labor Statistics has three major responsibilities related to the collection and dissemination of labor market information. These are:

1) Development of the technical procedures used to collect information.

2) Development and validation of the analytic processes used to prepare raw data for dissemination.

3) Dissemination of national publications presenting national information and, in some publications, comparative state information.

BLS works closely with the Employment and Training Administration (ETA) to provide technical expertise in the development of survey instruments, sampling procedures, data collection criterion, etc. BLS also develops the analytic models used to convert the raw data which is collected into the descriptions and the statistics disseminated to users. Finally, to highlight the actual role of BLS in labor market information collection and distribution, it should be emphasized that BLS is not a primary data collector. It is best described as the agency responsible for the methods and procedures used in collecting data, carrying out statistical programs and validating the resulting data.

NOICC and the SOICCs

The National Occupational Information Coordinating Committee (NOICC) and corresponding State Occupational Information Coordinating Committees (SOICCs) were established by Vocational Education Amendments of 1976 and

the CETA Amendments of 1976 to improve communication and coordination between federal and state agencies which produce occupational information and those agencies and individuals which use it. NOICC and the SOICCs were also charged to develop and implement an occupational information system to meet the common occupational information needs of vocational education and employment and training programs at the national, state, and local levels. Finally, NOICC and SOICCs were mandated to give special attention to the labor market information needs of youth, including such activities as encouraging and assisting in the development of local job outlook data, computerized information systems on career opportunities, counseling programs for youth in correctional institutions and out of high school.

Each SOICC committee is comprised of representatives from four state statutory agencies -- the State Board of Education, the State Employment Security Agency (the primary producer of labor market information at the state level), the State Employment and Training Council, and the agency which administers the state's rehabilitation program. Each SOICC has a staff comprised of a director and at least one other person to represent the SOICC and conduct the day to day work of the committee.

The NOICC/SOICC network has actively worked to fulfill its legislative mandates. There is a SOICC office in your state which can provide you useful information on all aspects of occupational as well as career and educational information in your state. The SOICC should be a useful resource for counselors. In at least fifteen states, the SOICC is directly linked with the Career Information Delivery System program.

Career Information Delivery System (CIDS) Programs

State Career Information Delivery Systems (CIDS) programs have developed since the early 1970s, due largely to a series of grants from the U. S. Department of Labor. Nine states were funded in 1974 to develop systems to deliver career information in accordance with Department of Labor standards. The National Occupational Information Coordinating Committee (NOICC) assumed responsibility for the program in 1979, revised the DOL standards, and funded 15 more State programs through State Occupational Information Coordinating Committees (SOICCs). State CIDS programs have the following features:

- Operate through a combination of state agencies and local users,
- Provide computer delivery of career information,
- Contain a self-assessment component for career exploration,
- Contain occupational descriptions based on existing data and research,
- Are available to a variety of users and agencies,
- Have an independent advisory body representing occupational information developers and users.

The goal of CIDS is to have a positive influence on the process by which people choose jobs and careers by providing them with current, accurate and locally relevant occupational, educational and training information.* The availability of such information should help individuals make smoother transitions at key points during their career life, such as the transition from school to work or return to the labor force.

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*Most of the information in this section has been drawn from NOICC Administrative Memorandum 80-18 "NOICC's Policies and Standards on Statewide Career Information Systems."

Specific objectives of the CIDS are to:

- Help students and clients learn about and understand the range of career opportunities presently available and those that are likely to be available in the future;
- Help entrants to the labor force become aware of occupations they would find acceptable and personally satisfying;
- Encourage persons in the process of career exploration and decision-making to seek out vocational information on their own;
- Increase awareness of major sources of occupational, educational and training information;
- Help people learn of educational and training opportunities and their relationship to occupations they may be exploring;
- Provide support for related programs, including career education, career and employment counseling, employment and training and educational planning.

Most CIDS contain descriptive materials on specific occupations; information on requirements for occupations, including education and training information; and economic information on occupations. To the extent that labor market conditions warrant, occupational information is localized in CIDS. The number and kinds of occupations delivered by a CIDS reflect the occupational structure of the labor market area and state served. Information is updated at least annually.

The accessing strategies, or approaches to obtain information in a CIDS generally are available in a "direct access", and a "structured" search mode.

The "direct access approach" allows the user to assess specific information of interest, such as a description of an occupation or training requirements, by entering a code such as a SOC number. The process is analogous to using the index of a book then turning to a specific page. Users can "browse" at will, focusing on one point of interest at a time in detail.

The "structured" search enables the user to enter information on occupationally relevant interests, abilities, preferences, physical capabilities, values, etc. This information is matched to all the occupations in the system and the user is guided to a listing of relevant occupations for career exploration. Such an approach also permits an individual to make changes in the assessment of interest, preferences, values, etc., as desired, so new sets of occupations can be obtained for examination. This structured search capability of the computerized information system permits users to explore the relationship between personal proclivities and occupational characteristics in a flexible and multi-dimensional way.

These computerized career information delivery systems have also been developed commercially. Several commercial systems deliver career information by computer. Programs can be found in school systems in virtually every state. Some are used by colleges or local employment and training agencies. Occupational coverage varies by vendor. The

systems typically include the major occupational characteristics but do not consistently present information on earnings and employment opportunities. The information on occupations is national in scope and usually based on the Dictionary of Occupational Titles (DOT) and the Occupational Outlook Handbook (OOH).

Some career information systems also have a manual component of the system, such as a needlesort clerk, which demonstrates the same relation for clients between individual's response to questions about interests, and preferences and related occupations, as does the computerized version. Many counselors who do not have access to computer terminals use manual alternatives such as the needlesort clerk to help clients in occupational exploration.

A needlesort (also called pinsort or keysort) consists of a deck of cards which is punched around its periphery with either round holes or open-ended notches. In the Nebraska Career Information System needlesort, for example, each position for a hole or notch is numbered, and the numbers are keyed to the possible characteristics the user might specify for a search. The user holds up the complete deck and threads a long needle through a numbered hole in the deck's periphery corresponding to the first desired search characteristic. As the user lets go of the deck and shakes the needle gently, cards which have a notch at this position will not be held on the needle and will fall off; those with a hole there will be retained and will represent those occupations having the desired characteristic. The user proceeds to sort the remaining cards by inserting the needle at the

next desired characteristic, and so forth. A user may also use the needlesort negatively, sorting by undesired characteristics and drawing from the pile that falls off the needle, rather than from the cards retained.

Noncomputerized sorting systems provide users with a list of occupations and code numbers for them; users can then pull the appropriate microfiche out of a file or turn to the appropriate page of a bound printout (or other hard copy) and thus duplicate the two functions of search and retrieval without benefit of a computer.

State Employment Security Agencies

State employment security agencies develop occupational projections and related employment statistics in cooperation with the Bureau of Labor Statistics of the U.S. Department of Labor. The following list gives the addresses of employment security agency research directors.

Alabama
Chief, Research and Statistics,
Department of Industrial Relations,
Industrial Relations Bldg.,
619 Monroe St.,
Montgomery, Ala. 36130.

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Employment Security Division,
Department of Labor,
P.O. Box 3-7000,
Juneau, Alaska 99802.

Arizona
Chief, Labor Market Information, Research and Analysis,
Deparment of Economic Security,
P.O. Box 6123,
Phoenix, Ariz. 85005.

Arkansas
Chief, Research and Statistics,
Employment Security Division,
P.O. Box 2981,
Little Rock, Ark. 72203.

California
Chief, Employment Data and Research Division,
Employment Development Department,
P.O. Box 1679,
Sacramento, Calif. 95808.

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Department of Labor and Employment,
1210 Sherman St.,
Denver, Colo. 80203.

Connecticut
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Connecticut Employment Security Division,
200 Folly Brook Blvd.,
Wethersfield, Conn. 06109.

Delaware
Chief, Office of Research, Planning, and Evaluation,
Department of Labor,
Bldg. D,
Chapman Rd.,
Route 273,
Newark, Del. 19713.

District of Columbia
Chief, Branch of Labor Market Information and Analysis,
D.C. Department of Labor,
605 G St. NW., Room 1000,
Washington, D.C. 20001.

Florida
Chief, Research and Statistics,
Division of Employment Security,
Florida Department of Commerce,
Caldwell Bldg.,
Tallahassee, Fla. 32304.

Georgia
Director, Information Systems,
Employment Security Agency,
Department of Labor,
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Atlanta, Ga. 30334.

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Department of Employment,
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Hurley Bldg.,
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Albuquerque, N. Mex. 87103.

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Albany, N.Y. 12240.

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Department of Labor and Industry,
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Bureau of Employment Security,
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P.O. Box 11249,
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P.O. Box 488,
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Commissioner,
Virginia Employment Commission,
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Chief, Research and Statistics,
Employment Security Department,
1007 So. Washington St.,
Olympia, Wash. 98501.

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Department of Employment Security,
112 California Ave.,
Charleston, W. Va. 25305.

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Director, Research and Statistics,
Department of Industry, Labor and Human
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Wyoming
Chief, Research and Analysis,
Employment Security Commission,
P.O. Box 2760,
Casper, Wyo. 82601.

State Occupational Information Coordinating Committees

National and State Occupational Information Coordinating Committees (SOICC's) were mandated by the 1976 Education Act Amendments to establish a communications network through which occupational and training information would be developed, tested, and shared across the country. The mission of SOICC's is to oversee the organization of occupational information into a comprehensive occupational information system and to encourage the use of the system by counselors, education and training planners, job placement specialists, and individuals seeking career information. Addresses of these State committees are listed below.

Alabama
Director,
Alabama Occupational Information
Coordinating Committee,
State Department of Education,
First Southern Towers, Suite 402,
100 Commerce St.
Montgomery, Ala. 36104.

Alaska
Director,
Alaska Occupational Information
Coordinating Committee,
Pouch F-State Office Building,
Juneau, Alaska 99811.

American Samoa
State Director for Vocational Education
Government of American Samoa,
Pago Pago, American Samoa 96799.

Arizona
Director,
Arizona State Occupational Information
Coordinating Committee,
1535 West Jefferson, Room 345,
Phoenix, Ariz. 85007.

Arkansas
Director,
Arkansas State Occupational Information
Coordinating Committee.
Post Office Box 5162,
Little Rock, Ark. 72205.

California
Director,
California Occupational Information
Coordinating Committee,
535 East Main Street,
Ventura, Calif. 93009.

Colorado
Director;
Colorado Occupational Information
Coordinating Committee,
770 Grant, Room 222,
Denver, Colo. 80203.

Connecticut
Director,
Connecticut State Occupational Information
Coordinating Committee,
Hartranft Hall,
55 Elizabeth Street,
Hartford, Conn. 06053.

Delaware
Director,
State Occupational Information
Coordinating Committee of Delaware,
820 North French Street,
Wilmington, Del. 19801.

District of Columbia
Director,
District of Columbia Occupational
Information Coordinating Committee,
500 C Street N.W., Suite 621,
Washington, D.C. 20001.

Florida
Director,
Florida Occupational Information
Coordinating Committee,
325 John Knox Road, Suite L-500,
Tallahassee, Fla. 32303.

Georgia
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151 Ellis Street N.E., Suite 504,
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Agana, Guam 96910.

Hawaii
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Hawaii State Occupational Information
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Honolulu, Hawaii 96813.

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State Occupational Information
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Len B. Jordan Building,
650 W. State Street,
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Illinois
Director,
Illinois Occupational Information
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623 E. Adams Street,
Post Office Box 1587,
Springfield, Ill. 62705.

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Indiana Office of Manpower Development,
State Board of Vocational and Technical
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17 W. Market Street,
401 Illinois Building,
Indianapolis, Ind. 46204.

Iowa
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Iowa State Occupational Information
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Kansas
Director,
Kansas Occupational Information
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Topeka, Kans. 66603.

Kentucky
Director,
Kentucky Occupational Information
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103 Bridge Street,
Frankfort, Ky. 40601.

Louisiana
Director,
Louisiana State Occupational Information
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P.O. Box 44094,
Baton Rouge, La. 70804.

Maine
Director,
State Occupational Information
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State House Station 71,
Augusta, Maine 04330.

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Maryland Occupational Information
Coordinating Committee,
Department of Human Resources,
1100 N. Eutaw St.,
Baltimore, Md. 21201.

Massachusetts
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Massachusetts Occupational Information
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Park Square Building, Suite 341,
31 St. James Ave.,
Boston, Mass. 02116.

Michigan
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Michigan Occupational Information
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Minnesota
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Concord, N.H. 03301.

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Department of Labor and Industry,
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Post Office Box 2765,
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New Mexico
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4219 Montgomery Blvd., N.E.,
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New York
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Labor Department Building 12,
State Campus,
Albany, N.Y. 12240.

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1424 W. Century Avenue,
Post Office Box 1537,
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Northern Mariana Islands Occupational
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S-65 South Front Street, Room 904,
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State Occupational Information
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School of Occupational and Adult
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Pennsylvania Occupational Information
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Labor and Industry Building,
7th and Forster Streets, Room 1008,
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108 East Missouri,
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Tennessee
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Tennessee Occupational Information
Coordinating Committee,
512 Cordell Hull Building,
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Texas
Director,
State Occupational Information
Coordinating Committee,
Texas Employment Commission Building,
15th and Congress,
Austin, Tex. 78778.

Trust Territory of the Pacific Islands
Occupational Information Coordinating
Committee,
Office of Planning and Statistics,
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Utah
Director,
Occupational Information Coordinating
Committee,
State Board of Education,
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Virgin Islands Occupational Information
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Department of Education,
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West Virginia
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West Virginia State Occupational
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Building #6, Room B-221,
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Wisconsin
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Wisconsin Occupational Information
Coordinating Committee,
Educational Sciences Building, Room 952,
1025 W. Johnson,
Madison, Wis. 53706.

Wyoming
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Wyoming Occupational Information
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1520 East 5th Street,
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U.S. DEPARTMENT OF LABOR
EMPLOYMENT AND TRAINING ADMINISTRATION
REGIONAL OFFICES

The Labor Department has divided the U.S. and its territories into ten federal regions. Each regional office has a Regional Administrator (RA) who heads Employment and Training Administration (ETA) activities for that region. For information for your region, contact the Regional Administrator at the appropriate office:

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Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
J.F. Kennedy Bldg. Rm. 1703
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New York, N.Y. 10036
(212)399-5445

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1371 Peachtree St. NW, Rm. 405
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(404)257-4411

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555 Griffin Sq. Bldg. Rm. 316
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(214)729-6880

Region VII

Iowa, Kansas, Missouri, Nebraska
911 Walnut St.
Room 1000
Kansas City, Mo 64106
(816)374-3796

Region VIII

Colorado, Montana, N. Dakota, S. Dakota, Utah, Wyoming
1961 South St.
Denver, Co 80202
(303)837-4477

Region IX

Arizona, California, Hawaii, Nevada, Trust Terr. of Pacific Islands, Guam, American Samoa
ETA, U.S. Dept. of Labor
Box 36084
San Francisco, Ca 94102
(415)556-7414

Region X

Alaska, Idaho, Oregon, Washington
1145 Federal Office Building
909 First Avenue
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(206)442-7700

U.S. DEPARTMENT OF LABOR

BUREAU OF LABOR STATISTICS
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Region II

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Washington, D.C. 20310
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UNIT 4

NATIONAL OCCUPATIONAL AND LABOR MARKET INFORMATION FOR COUNSELING

INTRODUCTION TO UNIT 4

In Unit 1, we described the initial stages of the career decision making process. They included:

1) Counselor/Client Exploration
2) Crystallization
3) Client Choice
4) Client Clarification

We reviewed the role that labor market information plays in helping clients explore alternatives, crystallize their options, and clarify the implications of their choices. In this unit, you will review resources of national labor market information. These publications provide accurate, up-to-date specific information on occupations and industries which should be useful in helping clients explore options and focus on decision making. In order to facilitate the use of these publications, a list of all the national and state labor market information resources you will be exploring has been compiled into the Matrix on page 4-3.

This Matrix allows counselors to rapidly locate information needed to respond to common client information needs about occupations and careers. Horizontally, at the top of the matrix, are categories of labor market information of interest to clients involved in career decision making. Vertically, on the left side of the matrix, is a list of published information resources. Note that X's have been placed in the matrix blocks to indicate what kind of information is available through each resource.

To use the Matrix,

- Determine the type of information required and match it to a category of information at the top of the matrix.
- Follow the column of the appropriate category of information down the page and note where an "X" appears.
- Follow the line on which the "X" occurs back to the left and determine the name of the information resource within the column labeled "information resources". Then look up the required information in that information resource.

OCCUPATIONAL INFORMATION RESOURCE MATRIX

	INFORMATION RESOURCES	CATEGORIES OF INFORMATION								
		1. Occupation Activities	2. Occupational Characteristics	3. Preparation For Work	4. Advancement	5. Related Occupations	6. Industry	7. Employment Outlook	8. Earnings	9. Places of Employment
National Information	Dictionary of Occupational Titles (DOT)	x				x	x			
	Standard Industrial Classification (SIC)						x			
	Standard Occupational Classification (SOC)	x				x				
	Occupational Outlook Handbook (OOH)	x	x	x	x	x	x	x	x	x
	Occupational Outlook Quarterly	x	x	x	x	x	x	x	x	
	Guide for Occupational Exploration			x		x				
	Exploring Careers	x	x							
	U. S. Industrial Outlook						x	x		
	A Counselor's Guide to Occupational Information	x	x	x		x	x	x	x	
State/Local Information	Occupations in Demand at Job Service Offices							x	x	
	Occupational Projections and Training Data			x				x		
	Wage Surveys (BLS)								x	
	Selected Characteristics of Occupations defined in DOT		x							
	LMI Newsletters							x	x	
	County Business Patterns							x		
	SESA LMI Publications	x	x			x	x	x	x	x
	Career Information Systems	x	x	x	x	x	x	x	x	
	Occupational Employment Statistics Survey Data							x		x
	Job Flo							x	x	x

UNIT 4 COMPETENCIES

COMPETENCY 1 THE COUNSELOR CAN LIST AT LEAST FIVE NATIONAL LABOR MARKET AND OCCUPATIONAL INFORMATION RESOURCES AND BRIEFLY STATE THEIR USES FOR COUNSELING CLIENTS IN CAREER DECISION MAKING.

COMPETENCY 1	THE COUNSELOR CAN LIST AT LEAST FIVE NATIONAL OCCUPATIONAL AND LABOR MARKET INFORMATION RESOURCES AND BRIEFLY STATE THEIR USES FOR COUNSELING CLIENTS IN CAREER DECISION MAKING.

This unit presents brief overviews of national labor market information publications that should be useful resources for counselors. You will be working in small groups. Each group will have at least one copy of each of these publications. Review together the overview to each publication, and then work in your group with the publication itself to acquaint yourselves with what is available in it. Answer the questions listed on the pages in this unit after each overview. Be thoughtful about each publication's potential use for counseling.

Share your ideas with the group as you go. Refer to the responses you wrote on your Occupational Inventory for "counselor" as you proceed. Search for the information as you browse through these publications that could have helped you fill out the Inventory on "counselor" more accurately and completely. Check the Matrix to determine what specific information should be available in each resource as you go.

OCCUPATIONAL OUTLOOK HANDBOOK

AGENCY: U.S. Department of Labor, Bureau of Labor Statistics.

FREQUENCY: Released annually

COVERAGE: Nationally-based publication

MAJOR CONTENTS:

The Occupational Outlook Handbook has been designed to provide a wide variety of information on occupations that most commonly occur in the American economy. It deals with selected occupations, attempting to give the maximum breadth of career information in the smallest possible space. Since it has been designed to be used by clients as well as counselors, the reading level has been kept low and pictures have been added to reduce its image as a technical publication. It is cross-referenced to the Dictionary of Occupational Titles (DOT) through the inclusion of DOT codes for all listed occupations.

Each occupation of the Occupational Outlook Handbook describes the nature of work and working conditions, places of employment, training and educational requirements, employment outlook, earnings, related occupations and sources of additional information.

The occupations are organized into thirteen (13) occupational clusters:

- Industrial Production
- Office
- Service
- Education
- Sales
- Construction
- Transportation
- Scientific and Technical
- Mechanics and Repairers
- Health
- Social Scientists
- Social Service Occupations
- Performing Arts

The OOH should be a useful reference for counselors to use with clients interested in exploring by occupational cluster.

The OOH also includes a section on "Outlook For Industries".

Look through the introductory sections of the OOH to get a "feel" for the information provided there.

In what occupational cluster will the occupation "counselor" be found?

_____

Review the pages in the OOH on counseling occupations. Note in particular the kinds of occupational information available about counselors. Could you improve your answers on the Inventory with information from OOH? (The Inventory is presented in Unit 4.)

Could you use this document with your clients? How?

_____

_____

_____

_____

_____

EXPLORING CAREERS

AGENCY: U. S. Department of Labor, Bureau of Labor Statistics

FREQUENCY: 1979 most recent

COVERAGE: Nationally-based publication

MAJOR CONTENTS:

Exploring Careers was designed as a career education resource by the people who produce the OOH for young people of junior high school age. Its reading level has been kept simple. It attempts to hold the reader's interest by means of occupational narratives, evaluative questions, activities and career games.

Its goals are to increase career awareness and to promote rational career decision-making in two ways:

1) by providing information about the world of work, and

2) by stimulating readers to learn more about themselves.

Generally, content of Exploring Careers focuses strongly on job activities and job characteristics. There is often additional information of value.

Exploring Careers is available as a 550 page reference volume or as fifteen separate booklets (one for each chapter). The fourteen chapters on occupations are organized into the same occupational clusters as the OOH, plus an additional chapter on "Agricultural, forestry, and fishing occupations."

Locate the section in Exploring Careers on Social Service Occupations. Although there is no comprehensive section on "counselors", there are "Job Facts" listed about counseling occupations at the end of the chapter. What kinds of counselors are listed?

_____

_____

_____

_____

_____

Could Exploring Careers help you respond accurately to the questions on your inventory?

Could you use this document with your clients?

____ Yes ____ No

If so, how would you use it? _____

_____

_____

_____

GUIDE FOR OCCUPATIONAL EXPLORATION

AGENCY: U. S. Department of Labor, Employment and Training Administration

FREQUENCY: 1979 most recent

COVERAGE: Nationally-based publication

MAJOR CONTENTS:

The Guide For Occupational Exploration has been designed to assist clients and counselors to use occupational and labor market information more effectively in making career decisions.

For the client, a design has been selected that will allow the use of this resource without aid of counselor. Reading level has been kept moderately simple. Through suggestions in the introduction, clients are programmed through a series of steps that organize the dimensions of occupational choice through use of this volume.

For the counselor, a series of steps are suggested that will assist him/her in either of two goals: 1) to give the client an overview of the world of work, or 2) to help the client choose an occupational goal by offering a choice of fields of work that best reflect his/her interests, abilities and potentials.

Descriptive content of the Guide For Occupational Exploration is based on major groupings of occupations (e.g., social services; sports). Hence, information given relates much more to similarities among grouped occupations than to individual occupational differences. Specific content includes examples of work for occupations in each grouping, personal "clues" that might indicate interest for occupations in each grouping, and preparation for entering occupations in each grouping.

Within this volume, occupations are initially divided into 12 interest factors. These interest factors are quite similar to the Holland categories that are found on such commercial standardized interest tests as the Strong-Campbell Interest Inventory and the Self-Directed Search. For that reason, counseling services using these or other similar interest tests will find this a particularly useful volume.

This volume can also be used in conjunction with the General Aptitude Test Battery (GATB) through cross-referencing via the code system of the Dictionary of Occupational Titles (DOT codes).

Review the definitions of the interest factors which are used in the Guide for organizing the presentation of occupational groups:

1. Artistic - Interest in creative expression of feelings or ideas.

2. Scientific - Interest in discovering, collecting, and analyzing information about the natural world and in applying scientific research findings to problems in medicine, life sciences, and natural sciences.

3. Plants and Animals - Interest in activities involving plants and animals, usually in an outdoor setting.

4. Protective - Interest in the use of authority to protect people and property.

5. Mechanical - Interest in applying mechanical principles to practical situations, using machines, handtools, or techniques.

6. Industrial - Interest in repetitive, concrete, organized activities in a factory setting.

7. Business Detail - Interest in organized, clearly defined activities requiring accuracy and attention to detail, primarily in an office setting.

8. Selling - Interest in bringing others to a point of view through personal persuasion, using sales and promotion techniques.

9. Accommodating - Interest in catering to the wishes of others, usually on a one-to-one basis.

10. Humanitarian - Interest in helping others with their mental, spiritual, social, physical, or vocational needs.

11. Leading-Influencing - Interest in leading and influencing others through activities involving high-level verbal or numerical abilities.

12. Physical Performing - Interest in physical activities performed before an audience.

Under which interest factor would you expect to find information about counseling occupations?

_____

What specific information as listed on the Matrix is covered for this occupational area? List below:

_____

_____

_____

_____

Review the introductory sections on the "role of the Guide in counseling and guidance". Discuss how you may use it with clients. List a few ways below.

_____

_____

_____

_____

U. S. INDUSTRIAL OUTLOOK

AGENCY: U. S. Department of Commerce, Bureau of Industrial Economics

FREQUENCY: Annually

COVERAGE: Nationally-based publication

MAJOR CONTENTS:

The primary purpose of the U. S. Industrial Outlook is to provide descriptive information and predictions of change for over 200 major industries in the United States.

To do that, it organizes statistical information in a format most appropriate to each particular industry. The organization is usually based around statistical indicators which can serve as predictors of change.

Information is presented in a simple prose style at a reading level appropriate for the average high school graduate. However, those with poor reading ability and those not inclined toward statistical presentation may find this volume tedious. Nevertheless, for many clients it remains the best source of industrial information in certain content areas.

Content of the U. S. Industrial Outlook includes industrial outlook, general reference to some occupations within each industry, and references for obtaining further information.

Review the Table of Contents of U. S. Industrial Outlook. What appears to be the relation of the chapter headings of this publication and the SIC titles you reviewed?

Locate the "industry" in which you work. Write it below:

_____

Review the section related to your industry. What kind of labor market information does the U. S. Industrial Outlook present? _____

Locate and read about an industry which is predominant in your local area. What is the outlook for that industry according to this publication? _____

Would U. S. Industrial Outlook be useful in your work?

_____Yes _____ No

If so, list how you may use it.

_____

_____

OCCUPATIONAL OUTLOOK QUARTERLY

AGENCY: U. S. Department of Labor, Bureau of Labor Statistics

FREQUENCY: Quarterly

COVERAGE: Nationally-based publication

MAJOR CONTENTS:

The Occupational Outlook Quarterly provides updated occupational information in a more timely fashion than is available through less frequent publications. It also organizes and synthesizes information printed elsewhere for use by counselors or clients. The Occupational Outlook Quarterly also prints information of use to counselors or clients that does not fit elsewhere. Finally, the Quarterly reviews new techniques and counseling aids. To fulfill these purposes, this publication presents short articles quarterly on a wide range of topics related to occupations.

The volume is designed specifically for use by both counselors and clients. To this end, the use of pictures and graphics is unusually effective in maintaining attention. Another positive feature is that presentations are characteristically straightforward and to the point. Care has been taken to simplify the reading level, although some difficulty may be experienced by those reading at a level much below that of the average high school graduate.

The range of content included in the Occupational Outlook Quarterly during the last several years includes job activities, job characteristics, preparation for work, advancement, employment outlook and earnings.

Review some copies of the Occupational Outlook Quarterly your trainer can provide. Do you think this would be useful with your clients?

_____

How would you use this publication where you work? List a few ways below:

1) _____

_____

2) _____

_____

3) _____

_____

A COUNSELOR'S GUIDE TO OCCUPATIONAL INFORMATION, BULLETIN 2042

AGENCY: U. S. Department of Labor, Bureau of Labor Statistics

FREQUENCY: July, 1980 last published

COVERAGE: National

MAJOR CONTENTS:

This publication is a catalog of the wide variety of federal publications offered on occupational information, career guidance, education, training, financial aid, job search, career education, special programs for disadvantaged groups, and statistics. Under each category are listed the titles of a comprehensive selection of informative publications with a brief description of the contents, information for ordering, and cost.

A must for counselors who want to be apprised of useful publications and resources on occupational information available at low cost.

Review this publication briefly. Make a note of some publications of interest below:

OCCUPATIONS IN DEMAND AT JOB SERVICE OFFICES

AGENCY: U. S. Department of Labor, Employment Service

FREQUENCY: Monthly

COVERAGE: Selected Job Bank Districts

MAJOR CONTENTS:

This special monthly bulletin published on newsprint highlights close to 100 occupations with large numbers of job openings available throughout the United States. It is based on job orders placed by employers at public employment service Job Banks during the month.

Information published in "Occupations in Demand" generally provides a good indication of what occupations are in greatest demand in the national Job Bank network. The occupations are listed by DOT title. Wage ranges and areas with significant numbers of openings are also listed.

This bulletin acquaints job seekers, schools, employers, and organizations with Job Service Offices. It is intended to be a guide and show trends. There is no guarantee that a suitable job is currently open in each occupation and location since these openings were listed the previous month. It does indicate a good possibility of similar openings being listed in the current Job Bank.

Review the copies of "Occupations in Demand (OID)". For the issue you are reviewing, answer the following questions:

1) What jobs were most frequently listed at more than half of all Job Bank locations? Which of these occupations had the most jobs available? What is the average pay for this job?

_____

_____

2) A recent immigrant to this country is trying to decide where there are opportunities for a nurse which is his occupation. What areas of the country could he consider? What is the average pay for this work?

_____

_____

3) What are some machine trades that a person could receive training in and then have a good possibility of finding a job?

_____

_____

4) A student is thinking of going into warehouse work. For what types of jobs are there a high demand? What is the average pay for each? _____

_____

5) Could you use OID in your work? ____ yes ____ no
If so, how would you use it?

_____

_____

OCCUPATIONAL PROJECTIONS AND TRAINING DATA

AGENCY: Bureau of Labor Statistics

FREQUENCY: Annually

COVERAGE: Nation

MAJOR CONTENTS:

This publication should prove to be useful to counselors. It provides information on occupational employment prospects, and relates them to training requirements to enter the occupations. Tc accurately gauge future prospects for employment, it is helpful to know not only the occupational demand for a specific occupation or occupational group, but also the supply of persons trained for such jobs entering the labor market.

This publication presents detailed statistics of future demand for nearly 240 occupations, as well as supply information -- enrollment and completion data from current training programs. It also presents a comprehensive demand-supply analysis for college graduates as a whole.

It provides a chapter with general descriptions of current occupational training programs, and a brief discussion of the training required for each occupation covered in the publication, giving both the preferred and alternate method where applicable.

Review the Table of Contents of Occupational Projections and Training Data. Locate the section on "counseling occupations".

What kind of information does this publication provide on "counseling occupations?"

_____

_____

Review the chapter on occupational training. Information is provided on various types of training programs and highlights enrollment and completion data on each. Which of these training programs are you most familiar with?

_____

Could you use this publication in your work?

____ Yes ____ No

If so, how could you use it? _____

_____

_____

BLS WAGE SURVEYS

AGENCY: U.S. Department of Labor, Bureau of Labor Statistics

FREQUENCY: Annual

COVERAGE: Selected States, SMSAs, Cities

MAJOR CONTENTS:

The Bureau of Labor Statistics wage surveys are:

Area Wage Survey

Provides data for occupations common to a wide variety of industries in the areas surveyed. The 76 occupational category studies include 29 office clerical; 17 electronic data processing, drafting and industrial nurses; and 30 maintenance, toolroom, powerplant and custodial and material movement jobs. Thus, they provide a representation of the range of duties and responsibilities associated with white-collar, skilled maintenance trades and other "indirect" manual jobs. Weekly salaries reported for individuals in white-collar jobs relate to regular straight-time salaries that are paid for standard workweeks. Average hourly earnings for maintenance and other manual jobs relate to first-shift hourly rates.

Industry divisions included are 1) manufacturing; 2) transportation, communication and other public utilities; 3) wholesale trade; 4) retail trade; 5) finance, insurance and real estate; and, 6) selected service industries. Establishments employing fewer than 50 workers are excluded -- with a minimum of 100 applying to manufacturing; transportation; communication; other public utilities; and to retail trade in the 13 largest communities.

Industry Wage Surveys

These surveys provide data for selected occupations to represent employment in the industry surveyed. BLS surveys 50 manufacturing and 20 nonmanufacturing industries accounting for over 22 million employees on a regular, recurring basis. Most are surveyed on a five-year cycle.

National Survey of Professional, Administrative, Technical, and Clerical Pay

This survey provides data on salary levels and distribution in private employment of 72 occupation/work levels selected from accounting, legal services, personnel management, engineering chemistry, buying, clerical supervisory, drafting, and clerical. The occupational definitions can be translated to the compensation applying to Federal employees.

Municipal Government Wage Surveys

These surveys provide wage data for 50 occupations common to many municipal governments. The surveys are designed to be comparable to the Area Wage Surveys of private industry.

Union Wage Rates

Annual studies of union wage rates and hours are conducted in four industries: building construction, local transit, local trucking, and printing. The program also includes a biennial study of union wage rates for grocery store employees. The rates and hours are based upon the collective bargaining agreements between employers and the various trade unions. The studies are designed to include all local unions representing industries in the selected cities.

Review the publications on wages the trainer makes available to you.

Can you use these publications in your work?

____ Yes ____ No

If so, how could you use them? _____

_____

_____

Now that you have reviewed all these publications, work together as a whole group and rank the publications:

Essential for all counselors: _____, _____

_____, _____, _____.

Useful for all counselors but not essential: _____,

_____, _____, _____.

Of doubtful use for counselors: _____, _____,

_____, _____, _____.

Use for some types of counseling situations: (explain) _____,

_____, _____, _____,

_____, _____, _____.

CASE STUDY WORKSHEET

Listen to the case, then work as a small group to answer the questions listed for the client. Note the resources you used to answer the questions. Use the Occupational Information Resource Matrix to locate the appropriate resource.

VIDEO CASE STUDY WORKSHEET

CASE 1: Bo Johnson

1. What is this man's current occupation? Identify the DOT title and code.

2. What related occupations is he qualified for? List three by DOT title and code.

3. How could you obtain useful labor market information for Mr. Johnson on career opportunities in Houston or Albuquerque?

4. What resource materials would you provide him?

5. Locate a description of the kind of occupation this client expressed an interest in, in sales. What skills and/or training would he need to make a new start?

CASE 2: Mike Price

1. State the client's problem as you heard him express it.

2. Locate some useful information for Mike about welder and carpenter occupations. What training and/or experience is required for each occupation? What are the physical requirements? Which occupation provides the better wage? Which occupation provides the better opportunities for advancement?

3. Would you encourage Mike to complete his schooling? Why?

CASE 3: Kay Williams

1. Develop some useful information for Kay on the teaching profession. What training and education would she require? What is the occupational outlook for this occupation? What wages could she expect?

2. What are some related occupations for which Kay may be qualified now?

3. What additional information would you provide Kay to translate her experience and skills into a direction for career decision making?

CASE 4: Tod Hope

1. Provide some information on management accountants for Tod. Is he qualified for this occupation?

2. In what industry could Tod hope to make the most money as an accountant? What are his best long range prospects?

3. What are some characteristics of a geographic labor market favorable for Tod to work?

4. What related occupations might Tod pursue?

CASE 5: Dwain Cummins

1. Provide Dwain with some information about training requirements, opportunities, and wages for Veterinarians.

2. What can you tell Dwain about the agricultural industry as a whole in terms of trends for the future?

3. What related occupations would interest Dwain which require less education?

CASE 6: Willie Evans

1. What kind of training does Willie need for a future in sales?

2. What kind of sales job will afford him the best income?

3. What kind of wages could Willie expect to make in insurance sales? Will he require more training?

4. Would you suggest this client move to another labor market?

CASE 7: Barbara Nelson

1. List the major factors in Barbara's current situation.

2. List some differences between probable work opportunities and advantages of a small firm and large firm.

3. What are the future prospects for Barbara in this occupation, in terms of wages and opportunities?

4. In what different industries could Barbara work as an architect?

5. In what kind of labor market could Barbara have the best opportunities?

WRAP UP

Preparing for your Action Plan

1. List the information resources covered in this unit you would like to have available at work. Brainstorm how you may be able to share resources with others in the session.

UNIT 5

STATE AND LOCAL LABOR MARKET INFORMATION FOR COUNSELING

INTRODUCTION TO UNIT 5

Competition for jobs has gotten stiffer and stiffer in recent years. The prospects for employment in any particular occupation have become significantly more important for people involved in career planning.

The number of workers employed in any occupation depends upon the demand for the goods and services the workers produce. Thus, the demand for construction workers during the mid 1970s increased as millions of new homes were built. Generally, if the demand for a product grows, the demand for workers to provide that product will also grow. Moreover, the general growth rate of an industry affects changes in occupational employment.

However, sometimes changes in technology enable industries to increase output without hiring more workers. Certainly this has been the case in the agricultural industry, which has seen a substantial growth in farm production accompanied by an increase in mechanization and a decrease in farm employment.

Using information on the demand for goods and services, increases in technology, changes in business practices, as well as other factors, economists estimate the number of workers that will be employed in an occupation, based on current employment and assumptions that trends of the past will continue. These assumptions include such things as no war, that unemployment will not exceed a certain level, and that our system of government and social values will remain constant.

In the previous unit, we reviewed some sources of national labor market information. Several of them, such as the Occupational Outlook Handbook, presented estimates of future employment for occupations, in a general fashion for across the nation. The outlook for any occupation may vary considerably among local job markets. Some sections of the country are growing rapidly, such as the Southwest, whereas other sections of the country are losing people and jobs.

Thus, as a counselor, it is very useful for you to have not only broad descriptive information and national data about occupations and industries, but also detailed information or data about the employment situation where you work and place clients, in your local labor market.

In this unit, we will explore some of the local labor market data sources on occupations, industries, and job opportunities available to you. Some of this data may seem too sophisticated for you to use directly with clients. Some of it may be. You will have to decide, based on your particular counseling environment, when it would be appropriate to share data with your client. Regardless, the data should be familiar to you as counselors, so that you can guide clients involved in decision making based on your best information about the employment situation in your local area.

Having accurate, up-to-date information on job opportunities in your local labor market is useful and important for effective counseling. It involves learning about current employment opportunities in local industries, and about employment among occupations. As counselors who work with clients in career decision making, you should understand the

characteristics of industries and occupations in your local area. Each occupation has unique requirements that are different from all other occupations. Also, each industry in a given area has a unique occupational structure. Changes in employment in an industry will alter the level of employment in occupations related to that industry. Today, you will learn what data is available to describe employment patterns of your local industries and occupations.

First, we will examine employment among industries to identify industries in your local labor market that appear to offer the best/least potential for job opportunity. You will examine a) the industrial structure of employment, b) projected long-term trends in employment and c) recent trends. You will recognize selected industries as having healthier trends, larger employment and more attractive stability. These are key leading industries having more potential for job opportunity.

Next, we will examine employment among occupations. You will identify occupations that appear to offer better potential for job opportunity. You will examine a) the occupational composition of key industries; b) projected long-term trends; c) recent trends in job openings among occupations, and, d) wages for selected occupations. You will learn to recognize particular occupations for their more attractive patterns of labor market behavior.

By examining these data sources, you will learn what information is available to use to provide clients accurate information about employment opportunities in your labor market.

UNIT 5 COMPETENCIES

COMPETENCY 1	THE COUNSELOR CAN LIST TWO SOURCES OF LOCAL LABOR MARKET INFORMATION ON EMPLOYMENT IN INDUSTRY AND DEMONSTRATE HOW TO USE THESE SOURCES TO PROVIDE INFORMATION ON CURRENT AND PROJECTED EMPLOYMENT IN INDUSTRY.
COMPETENCY 2	THE COUNSELOR CAN NAME A SOURCE OF LOCAL LABOR MARKET INFORMATION ON THE OCCUPATIONAL EMPLOYMENT IN INDUSTRIES, AND DEMONSTRATE HOW TO USE THESE DATA TO ANSWER QUESTIONS ON CURRENT AND PROJECTED OCCUPATIONAL EMPLOYMENT IN THE LABOR MARKET.
COMPETENCY 3	THE COUNSELOR CAN DEMONSTRATE HOW TO USE JOB FLOW TO EXPLORE LOCAL JOB OPENINGS AND CHARACTERISTICS.
COMPETENCY 4	THE COUNSELOR CAN LIST AT LEAST TWO OTHER PUBLICATIONS OR DATA SOURCES AVAILABLE FROM STATE DATA PRODUCING AGENCIES, AND DESCRIBE THEIR MAJOR CONTENTS.

COMPETENCY 1	THE COUNSELOR CAN LIST TWO SOURCES OF LOCAL LABOR MARKET INFORMATION ON EMPLOYMENT IN INDUSTRY, AND DEMONSTRATE HOW TO USE THE SOURCES TO PROVIDE INFORMATION ON CURRENT AND PROJECTED EMPLOYMENT IN INDUSTRY.

Educators and economists have estimated that a significant number of high school students remain in their local area after graduation for employment. Thus, high school counselors will be working with a large number of clients whose information needs will focus specifically on occupational opportunities in their local area. Other counselors, in CETA or Job Service or other local agencies, will also be working mainly with clients seeking employment locally.

Knowing who are the "major market employers and industries" in the community is important for guiding job seekers. (A major market employer is one who employs twenty or more workers.) Since a small proportion of local employers and industries account for most of the jobs and job opportunities in a local labor market, job seekers can direct their job search efforts toward industries having the most job potential.

To be able to provide clients with accurate and current local labor market information then becomes a criteria for effective counseling. Certainly, counselors should be apprised of the industries in their local areas which employ the largest number of people in the locale, and the industries which are considered for employment by the greatest number of clients.

In this section, we will work with sources of data which display employment in the major industries in a single labor market. Your trainer will have local data for each exercise so you can work directly with what is available for your use. We will be exploring two publications of the state employment service office, the LMI Newsletter and an employment projections publication. These should be available to all of you.

Your trainer will review each of the data resources you will be using in this section. Then, you will work in small groups to explore what kinds of information you can glean from the data, by working through the written exercises found after each overview in your notebook.

LABOR MARKET INFORMATION NEWSLETTER

AGENCY: State Employment Security Agency (SESA), ETA

FREQUENCY: Monthly

COVERAGE: State Selected SMSA

MAJOR CONTENTS:

Provides a monthly summary of labor market conditions in each SMSA and state. The focus is on significant changes in the labor force composition, especially employment and unemployment occurring during the month. LMI Newsletters provide both a narrative analysis and tabular information on current conditions, highlighting significant changes occurring during the month and year.

CONTENTS INCLUDE:

- Labor Area Summary for the state and major labor markets.
- Civilian labor force, total employment and unemployment data for states, SMSAs and non-SMSA counties.
- Nonagricultural wage and salary employment, by industry, for states and major labor markets.
- Average hours and earnings of production workers in manufacturing industries, by industry, for states and SMSAs.
- Labor turnover rates (both accessions and separations) in selected industries for the states and SMSAs.
- Selected statistics related to employment and training developments, including unemployment insurance data, for the state.

The LMI Newsletter is also used to announce LMI publications, describe the results of special analyses of labor market conditions and discuss the role of the SESA.

CURRENT INDUSTRIAL EMPLOYMENT

1. Review the newsletter to assess what kinds of labor market information are provided. Write three different kinds of information or data that are provided in this typical labor market information newsletter.

- _____
- _____
- _____

2. Review the estimates of employment for each industry during the most recent period available. List the four industries which indicate the largest employment, in ranked order.

Rank	Industry
1)	_____
2)	_____
3)	_____
4)	_____

3. Is the available data listed for all industries, or selected industries? _____

4. If data for selected time frames is available in your local newsletter, examine the employment for the corresponding time period one

year earlier for all the industries. List the three industries which have shown the largest addition of number of jobs.

- _____
- _____
- _____

5. If the newsletter provides data on percent change over time, examine the change in employment over the year in each industry as a percentage of one-year employment. Identify the three industries with the largest growth rate in job opportunities.

- _____
- _____
- _____

6. Discuss why the industry lists in #4 and #5 are not the same. Make sure you understand the differences in increases by whole numbers and percentages. Which industries appear to offer the most employment?

- _____
- _____

Would the LMI Newsletter be a useful tool for you with clients?

_____ Yes _____ No

How might you use it? _____

_____

_____

OES EMPLOYMENT OUTLOOK/INDUSTRY PROJECTIONS

AGENCY: SESA

FREQUENCY: Undated as necessary

COVERAGE: State SMSA

MAJOR CONTENTS:

Employment level projections for individual industries provide the base information for this publication. Occupational projections may also be developed.

INDUSTRY PROJECTIONS:

Employment projections are based on annual average wage-and-salary estimates for industries during the years 1958 through 1974. Through regression analysis, historical data are compared to one or more independent variables -- time, national employment, state population, or any combination thereof. Several statistical tests are performed to determine which independent variables provide the best relationship, and thus the best results to the regression analysis.

Once the wage-and salary projections are accepted, they are sent to the Bureau of Labor Statistics for conversion to a total employment concept. This is accomplished by adjusting the wage-and salary data to the "one person, one job" concept. That is, multiple job-holders, workers on unpaid leave, self-employed workers, and unpaid family workers are counted only one time and included in the projection totals.

PROJECTED INDUSTRIAL EMPLOYMENT

1. Examine the data pages from your SESA publication which publishes industrial employment projections. Locate the four industries with the largest number of projected jobs.

- _____
- _____
- _____
- _____

2. Study the change in employment in each industry between 1974 employment and the projected time period to identify the three industries with the largest projected addition of jobs.

- _____
- _____
- _____

3. Refer back to the industries listed in the previous two exercises as those with the largest employment and largest growth. Do the projections indicate the growth in the future will continue as it has in the past? Discuss briefly as a group.

COMPETENCY 2	THE COUNSELOR CAN NAME A SOURCE OF LOCAL LABOR MARKET INFORMATION ON OCCUPATIONAL EMPLOYMENT IN INDUSTRIES, AND DEMONSTRATE HOW TO USE THESE DATA TO ANSWER QUESTIONS ON CURRENT AND PROJECTED OCCUPATIONAL EMPLOYMENT IN THE LABOR MARKET.

In this section, you will work with employment data delineated by occupation. The Occupational Employment Statistics (OES) program, which operates in most states, produces occupational employment data -- labor market information counting the number of persons employed by occupation, in nearly all industries in our economy. Publications displaying the data on Manufacturing, Non-manufacturing, and Trade Industries are available at your local SESA. We will be looking at current and projected occupational employment data for the SIC industries which covers the "Services" area. Your trainer will provide the copies of the occupational employment publications for your state.

In some states, which have not fully implemented the OES program, the occupational employment data will be derived from the most recent Census of Population. If this is the case in your state, the trainer will present this data to you at this time. You may review the pages here on occupational employment for your information.

OCCUPATION EMPLOYMENT SURVEY STATISTICS (OES) PROGRAM

SOURCE: SESA, in cooperation with BLS/ETA

FREQUENCY: 3 year recurring basis

COVERAGE: Nation State

MAJOR CONTENTS:

Designed to (1) provide accurate profiles by industry and trends in the number of workers employed by occupation; (2) aid in projections of future employment program requirements by industry and occupation; and (3) identify emerging and disappearing occupations. The OES program is a Federal/State cooperative effort initiated in 1971. It is not dependent on decennial census base data.

The OES Survey collects current data on wage and salary employment by industry from a sample of non-farm establishments. The surveys are currently carried out in most states, over a three-year cycle. The first year covers manufacturing industries, the second year covers non-manufacturing (except trade) industries and the third year surveys trade industries. Occupational data on regulated industries, local and state government, and railroad industries are collected from auxiliary surveys. Current statistics on employment by occupation on industry are available in state publications for more than 2,000 occupations.

CURRENT OCCUPATIONAL EMPLOYMENT

1. Locate the tables for SIC 83, Statewide Social Services. Identify the major occupational categories by which the data is organized. They are:

- Managers and Officers
- _____
- _____
- _____
- _____
- _____

These occupational categories are from the OES Occupational Classification System. They are derived from the DOT, and usually can be matched to a DOT title.

2. How employment is distributed among the occupational categories demonstrates what is called the industry staffing pattern. Compare the staffing patterns for three different industries in services. List the three industry titles and related SIC codes below.

- _____
- _____
- _____

Which offers the most employment in Professional and Technical occupations?

Industry	SIC	Opportunities
_____	___	_____
_____	___	_____
_____	___	_____

3. Locate the industries in services with "counselor" occupations. What is the estimated employment for "counselor"? Write down the industries and job title.

SIC _____ Job Title _____ Employment_____

SIC _____ Job Title _____ Employment _____

SIC _____ Job Title _____ Employment _____

4. If the data is broken out by SMSA as well as statewide, examine the occupational, staffing patterns for two separate SMSAs for one particular industry. Which labor market offers the best occupational employment opportunities for the industry in question? _____

For some industries, it is possible to obtain occupational employment data by SMSA.

Using your state OES publications, look up the two industries which provide the most employment in your SMSA.
Locate the two occupations with the most employment in these industries.

Local Industry		Occupation
_____	_____	_____
_____	_____	_____

Discuss how the OES data on current and projected occupational employment could be useful in counseling clients. Focus on different uses and applications for CETA, ES, high school counselors, and vocational rehabilitation counselors.

OES EMPLOYMENT OUTLOOK/OCCUPATIONAL PROJECTIONS

AGENCY: SESA, in cooperation with ETA

FREQUENCY: Undated as necessary

COVERAGE: National Selected States Selected SMSAs

MAJOR CONTENTS:

Projects employment by industry and occupation from a base year to a target year. The projections have separate tables for employment by industry and by occupation. The occupation table gives average annual job openings for each occupation with the change broken down into growth and replacement categories.

Occupational projections are derived from the State projections using occupational profiles developed in the Occupational Employment Survey Statistics State and Area Projections Project.

PROJECTED OCCUPATIONAL EMPLOYMENT

1. Review the data pages from your state labor market information publication showing occupational projections. For what years are estimates provided? _____, _____, _____.

2. Examine the estimated employment in each occupation. Identify the three occupations with the largest number of jobs for the earliest year listed.

- _____
- _____
- _____

Now, identify the three occupations with the largest number of projected jobs for the future.

- _____
- _____
- _____

3. Locate two occupations that show the most growth in the future.

- _____
- _____

4. Locate three occupations which show no growth.

- _____
- _____
- _____

5. Locate three occupations that show a decline in employment in the future.

- _____
- _____
- _____

6. Using your best judgment and the data, identify and rank five key occupations with job opportunities.

1) _____

2) _____

3) _____

4) _____

5) _____

Share the lists of occupations generated by each subgroup with the entire group. Discuss why you selected the occupations that you did.

7. A client comes into your office. He has been working as a keypunch operator and is considering more training to become a computer

operator. What can you tell about his employment opportunities in your state based on the occupational projections data? Answer below, and discuss as a group.

_____

_____

_____

8. What professional occupations demonstrate good growth in the future?

- _____
- _____

9. What conclusions can you draw about clerical occupations for the future from the data? Which occupation looks most promising?

_____

_____

_____

COMPETENCY 3 THE COUNSELOR CAN DEMONSTRATE HOW TO USE JOB FLO TO EXPLORE LOCAL JOB OPENINGS AND CHARACTERISTICS.

In this section, we will be working with another source of data that is available from your local SESA. JOB FLO displays job openings that are most frequently listed in the local Job Bank, as well as average pay characteristics about those occupations. The data do not reflect all job openings in a local labor market. They include only job openings reported to the local Job Service office. However, the data are useful for indicating some relative measure of current job vacancy status for counselors working with clients who are active job seekers.

JOB BANK FREQUENTLY LISTED OCCUPATIONS (JOB FLO)

AGENCY: SESA

FREQUENCY: Data compiled by month. Published monthly.

COVERAGE: Job Bank District

MAJOR CONTENTS:

The Job Bank Frequently Listed Openings (JOB FLO) provides data on full-time, permanent job openings that were available through Job Service (JS) offices during the previous month in approximately 125 Job Bank districts throughout the country. In addition to identifying the high volume occupations for each area, the JOB FLO tables include the number of openings listed in these high volume occupations, average pay, and employer education and experience requirements.

In order to focus on those occupations and industries that account for most of the job openings listed in Employment Service (ES) Job Banks, specific selection criteria have been established. The criteria refer to three types of information: occupations; nine digit Dictionary of Occupational Titles (DOT) codes; industries, four digit Standard Industrial Classification (SIC) codes; and employer job titles.

The selection criteria are explained further in the "Information Guide to the Job Bank Frequently Listed Openings Report". It has been prepared to assist one in using the JOB FLO Reports. Copies may be obtained from the same address listed in the introduction - Office of Technical Support, United States Employment Service.

USES

Job opportunity information in JOB FLO is historical - in the sense that it relates to openings listed during the preceding month - and may represent only a limited portion of total job market activity in an occupation, industry, or area. JOB FLO should be viewed as an indicator of the possibility of current, comparable job openings being available in the same occupations and areas. For example, if an area has a high volume of openings in a particular occupation month after month, there is a strong probability that it may have some openings in that occupation at any given time.

Generally, JOB FLO is used to determine the demand for occupations locally, in other areas, and nationwide, and to determine what the pay range and job requirements are.

A few points should be mentioned about limitations in the uses of JOB FLO data:

- The number and kinds of actual job openings available through the Job Service in any area may vary from day to day. The fact that openings in any listed occupation were available in the preceding month in a specific area does not necessarily mean that such openings will be currently available at the time JOB FLO is consulted.
- Jobs may go unfilled due to unsatisfactory wages, fringe benefits, or working conditions, rather than lack of local labor supply.
- Public employment service openings information may not be fully representative of the total job market situation in some areas and occupations.
- Competition for desirable jobs may be keen.

JOB FLO is useful in planning curriculum, in career decision and vocational counseling, and in determining what industries are currently hiring.

The job ready person is able to guage whether or not there is generally a large market for his or her skills in a particular area and what salary can be expected. It can also assist a jobseeker in determining where to relocate, in determining what occupation is most marketable in various districts, and in making career decisions.

This does not mean that JOB FLO is the only or best report which should be used. Job openings may be available to a person in a particular field of work, but perhaps not in the quantity reflected in this report. Many sources for job leads must be consulted for an area while seeking employment.

JOB FLO could assist employers in determining where to locate companies based on what the competitive pay is for various districts and what the usual education and experience requirements are. Also they can provide a general guide to salaries in an area based upon skill level.

Distribution is made to Job Service local offices, CETA and vocational planners, and to any other individuals and groups who request it. These could include school counselors, teachers, manpower agencies serving the public, and jobseekers themselves.

For the jobseeker who wishes to inquire about the availability of openings listed in JOB FLO, a few instructions would be helpful.

1) Go to the nearest Job Service office.

2) Register for employment and ask the interviewer about the job openings that are commensurate with the skills and abilities.

3) If there are any suitable openings on that day, a referral to the hiring employer will be made for his final interview and selection.

4) If a jobseeker is not successful on the first visit to the Job Service office, it will be necessary to visit periodically since new jobs are added each day.

JOB FLO

1. Review the selected data pages on "Openings, Wage Information, and Employer Requirements for Frequently Listed Occupations."

2. Examine the occupational titles on the data pages. What occupational classification system is used in these tables?

_____

What level of occupational detail is presented?

_____

3. Examine the total number of job openings available in each occupation. Which occupation displays the largest number of job openings during the month?

_____

4. Examine the data listing minimum, average, and maximum pay scales by occupation. The pay scales are listed in two different manners. How is the data on pay scales displayed?

by _____

by _____

5. What occupation shows the best pay by the month/year?

_____

What occupation shows the best pay by the hour?

_____

6. Examine the total number of unfilled openings in each occupation. What two occupations have the largest number of job opportunities which remained unfilled?

1) _____

2) _____

7. Examine the "Years Education Required" column. What conclusion can you draw about most of the occupations in terms of education requirements?

_____

_____

_____

8. Examine the 'Months Experience Required" column. What occupation shows the most job openings that require no months of experience?

_____

What occupation shows the most job openings that require more than 25 months of experience?

_____

9. A client comes into your office and says he has a high school diploma and six months of experience as a machinist and wants

to find a job in this occupation. What can you tell him about the current job openings situation regarding machinists?

_____

_____

_____

10. A young man is looking for a clerical job, preferably as a typist. He has no experience in that field, but he did take typing and business courses in high school. He does not have a high school diploma. The result of his typing test was acceptable. Are there enough employers requesting typists with the minimal education and experience levels for which he would qualify to make it worthwhile for him to consider these jobs?

_____

_____

_____

11. A school counselor wants information to help students understand the differences between a licensed practical nurse and a general duty nurse.

What industries requested each of the two positions?

_____

How many openings were there for each?

_____ _____

Which type of nurse could possibly earn more money? _____

Which type of nurse needs more educational background? _____

COMPETENCY 4	THE COUNSELOR CAN LIST AT LEAST TWO OTHER PUBLICATIONS OR DATA SOURCES AVAILABLE FROM THE STATE DATA PRODUCING AGENCIES AND DESCRIBE THEIR MAJOR CONTENTS.

Each state employment service office produces labor market information products. The general content of most of them is established by ETA, but the format, mode of presentation, level of detail and degree of sophistication is set by the state office. Thus, the materials available in each state vary. In this section, you will have an opportunity to review other state publications and data sources.

OTHER STATE LMI PUBLICATIONS

You will now have the opportunity to explore other publications that are available for your use, from the SESA office, or possibly other agencies in your state. Your trainer or an invited representative will present the publications with you, and discuss possible uses for counseling. As you review each of these data sources, assess them for the following:

1. What kinds of labor market information does this resource provide? (Look back to the Matrix in Unit 4 for the categories of labor market information we have been using.) Write the names of the publication next to the category which best describes what information it contains:

   _____ occupational activities

   _____ occupational characteristics

   _____ preparation for work

   _____ advancement

   _____ related occupations

   _____ industry information

   _____ employment outlook

   _____ earnings

   _____ other _____

2. How might this publication be useful for counseling clients involved in career decision making?

Now, use the state and local labor market information publications to work with the cases * on the following pages. Use any national publications from Unit 4 that may provide additional information.

---

* Developed by Mike Donahue, Manager for Labor Market Information, Portland District, Maine Department of Manpower Affairs, Bureau of Employment Security

CASE 1:

A new firm is moving into this area. Within four years employment in this firm is expected to reach 1,000.

Additional information

- Firm will be producing fabricated metal products, not including machinery or transportation equipment -
- Your client, an 18 year old high school senior, wants to attend a vocational school. After training he/she wants to remain in this area, and work for this new firm.

Name 5 specific occupations, based on the occupational staffing of the industry, you would recommend to this client for potential training.

Are there any salary differences (based on average wage) among these occupations?

What is the statewide outlook for a number of the potential training occupations?

Assuming your client (now a technical school graduate), and trained as a machinist, decides to leave the area. Which of the large Metropolitan areas would you suggest (based solely on average wage) he/she relocate to? What factors, other than wage, would you want to consider before suggesting a move?

CASE 2:

Your client, a currently employed accounting clerk, is dissatisfied with his/her current employer. He/she is interested in either:

A) Continuing to work as an accounting clerk, but in the following industries:

Wholesale trade, durable goods
Wholesale trade, nondurable goods
Automobile dealers and Service Stations

Based on the average wage paid to accounting clerks in these industries, and the percent of total employment they represent in these industries, which industry would you recommend to this client?

What is the state wide outlook for this occupation? Outlook to 1982.

In which industries are most accounting clerks employed?

Based on this information, do you think your client has made a wise choice in terms of the industries he/she has selected to work in? On what information did you base your answer?

B) Would like to investigate some related occupations.

CASE 3:

Your client lost his job as an industrial truck operator when the firm he worked for went out of business. In addition to twelve months experience as an Industrial Truck Operator, he also has eighteen months experience as a maintenance repairer, General Utility. He is now at the Job Service office registering for unemployment insurance.

Background Information

Recently four industries in your area have been growing. These industries are: Lumber and Wood Products, except furniture; Paper and Allied Products; Leather and Leather Products; and Fabricated Metal Products, except Machinery and Transportation Equipment. Assuming all four industries are growing at the same rate, which industry would you recommend to your client if:

He wanted to continue working as an Industrial Truck Operator?

He wanted to work as a Maintenance Repairer, General Utility?

In which of these occupations would your client have the best chance of finding employment? (Based on the industrial structure of this area, and the occupational staffing patterns of these industries)

Which industry, Lumber and Wood Products, except furniture, or Paper and Allied Products would provide the best average wage for industrial truck operator? For maintenance repairer, General Utility?

Which occupation has the best statewide outlook?

CASE 4:

Your client, a CETA Public Service Employment (P.S.E.) participant has just lost her job due to the elimination of the P.S.E. Program. She has no work experience other than six months experience as a general clerk (with the P.S.E. Program).

Other pertinant information about your client.

- She has a G.E.D. -
- She has no geographic mobility -
- She wants more experience as a general clerk, with the ultimate goal of becoming a top-notch secretary -
- She does not like to change employers -

The industrial structure of your area consists mainly of:

Manufacturing, particularly electronic equipment, machinery and supplies (currently employs 3,000)

Finance, Insurance, and Real Estate, primarily Banking (current employment 1,000)

Retail Trade, particularly general merchandise stores (current employment 1,000)

Given the industrial structure, which of the leading industries, assuming equal employment opportunities, would offer the best chance of:

A) immediate employment

B) opportunity to work into a secretary's position

C) best average wages (assume all wage data is current)

D) which of the leading industries would you recommend to your client? Why?

CASE 5:

An Accountant, having three years experience with a large west coast manufacturing corporation, wants to move to your locale. Although his prior experience has been in a manufacturing firm, he feels that his general accounting background would enable him to work in a nonmanufacturing setting. Short-term economic forecasts indicate that, within the local Standard Metropolitan Statistical Area (SMSA), the following industries are projected to offer the best employment growth potential.

Industry	Projected Growth
Health Services, except Hospitals	2000 employees
Banking	1250 employees
Miscellaneous Services	1000 employees
Electrical and Electronic Machinery. Equipment and Supplies	700 employees
Social Services	500 employees
Wholesale Trade, Durable Goods	500 employees

Based on the projected growth and the staffing patterns of these industries (assume the individual has the experience and training necessary to be employed in all of the projected growth industries):

In which of these industries would this individual have the best chance of finding employment as an accountant?

Does this recommendation change if the average wage is the determining factor?

The individual in question is curious about the statewide outlook for accountants, as well as other geographic areas where large numbers of accountants are employed. What would you tell him?

WRAP UP

Preparing your Action Plan

1. What local LMI resources will be useful for counseling?

2. On what aspects of your local labor market could you use more information?

UNIT 6

DEFINING SOME LIMITS FOR LABOR MARKET INFORMATION

INTRODUCTION TO UNIT 6

While labor market information is a very powerful tool to support your counseling efforts, there are limits to its use. In this unit, we will provide some perspective on your approach to these resources. We will accomplish this while stressing the positive. Instead of simply providing a litany of data cautions, we will attempt to show how knowledge of limitations can be used to focus the information you supply clients. We will also introduce you to a relatively new tool, the "VPO" which can serve as another valuable resource as you use labor market information.

UNIT 6 COMPETENCIES

COMPETENCY 1 THE COUNSELOR CAN DESCRIBE SOME "DATA USE CAUTIONS" FOR USING LABOR MARKET INFORMATION WITH CLIENTS.

COMPETENCY 2 THE COUNSELOR CAN DEMONSTRATE WAYS TO USE THE "VOCATIONAL PREPARATION AND OCCUPATIONS" (VPO) IN COUNSELING.

COMPETENCY 1 THE COUNSELOR CAN DESCRIBE SOME "DATA USE CAUTIONS" FOR USING LABOR MARKET INFORMATION WITH CLIENTS.

Consider a question which is often implied or directly stated by too many young clients: "Can you help me figure out what occupation I'll be secure and happy in for the rest of my life?" Unfortunately or fortunately, all of you must realize that there is no answer to this question. Situations change for most people: the family situation alters, industries grow, people move up career ladders, get more training, leave the work force temporarily. Moreover, basic needs, interests and aspirations of clients change. While all this is apparent, the question does emphasize that there are limits to the problems which can be answered using labor market information. But what are those limits? Or, stated another way: What are realistic expectations for using labor market information with clients?

Let's look at a small sample of data and its possible use. Earlier, in Unit 2, we saw some occupational employment data from Wisconsin and Texas. Look at part of that information again.

OCCUPATIONAL EMPLOYMENT

	Industry		
Occupation	Banking	Savings & Loan	Insurance
Accountants	800	200 (Texas '79)	--
Accountants	230	90 (Wisc. '78)	350

If we had been able to go to Texas and Wisconsin in 1979 and 1978, respectively, would we have found exactly those numbers of accountants employed in those industries? No!

Below, write three reasons why you do not think these are absolutely accurate counts.

1) _____

_____

2) _____

_____

3) _____

_____

Now, consider the following question from a client: "My spouse is considering two job offers, in Texas and Wisconsin. I want to work as an accountant in the insurance industry. In which state will I have the best employment opportunities?"

This is probably a more clearly defined question than we ordinarily get from clients. However, for this question, the employment data from Texas and Wisconsin does suggest an answer: Wisconsin looks like the "best bet".

We have raised this example to highlight the two areas which should be discussed in placing labor market information use in perspective. First, the data has certain limitations which, when understood, appropriately delimit questions which can be validly answered; and second, within the context of such questions from individual clients, only certain types of answers are warranted.

Let's begin by considering some limitations within labor market information. These limitations can be grouped in the following manner:

1) Limitations attributable to errors of measurement and errors of procedure.
2) Limitations related to geographic relevance.
3) Limitations related to timeliness of use.
4) Limitations due to nomenclature.
5) Limitations due to representation of sample.

We will consider these types of limitations one at a time exploring the nature of the limitation. Then we will examine their possible effect on answering clients' questions.

1. Limitations attributable to errors of measurement and errors of procedure directly relate to the problems of data providers in collecting and disseminating reliable and valid information. The different kinds of errors which cause problems for data providers include the following:

- Reporting Errors - the respondent misunderstands the question.
- Recording Errors - the recorder marks the respondent's answer in the wrong box.
- Sampling Errors - the group chosen to represent a certain population is somehow unique.
- Projection Errors - estimates of future employment are based upon past trends which radically change.

If you have taken a statistics course, the first three types of error are probably familiar to you. In statistical formulas, you may remember them associated with "the standard error of measurement."

However, errors in projections are of a different type. Such errors are more theoretical in nature, involving the assumptions made in predicting. Data providers, such as, The Bureau of Labor Statistics, construct models to predict occupational employment. The models in current use result in "straight-line" projections, or, in other words, future employment is predicted based upon the past. The world can and does change. The degree of difference of future to past trends creates proportionate projection error.

In this discussion, we have emphasized labor market information as data. However, it is extremely important to realize that the same types of error impact upon labor market information which describes characteristics of occupations, etc. The exact same problems confront data providers in preparing descriptive information. Just as numbers are estimates, so are descriptions of characteristics, need for training, etc.

Perhaps an example will help in understanding this problem. Imagine a research analyst is given the job of developing a description of tasks involved in the occupation, "school counselor". Within the limits of time and money, our imaginary analyst can observe and interview 50 counselors (in itself a large task). Now, for a minute, think about some of the variables which affect the job of school counselor, :

- size of school
- age group served
- size of school district

- type of administration
- type of community, and
- the counselor's own philosophy.

As you can see, our analyst will have a very hard time interviewing even one counselor for each of the different mixtures of variables. For example, one set of variables could include: a large junior high school, in a small conservative community, serving a large rural area, with a guidance-oriented administration. Of course, the tasks of any one counselor would differ from many others where the variables are different. In summary, the same problems do exist for the developer of descriptive information as exist for the developer of quantitative information.

2. Limitations related to geographic relevance, a second type of limitation, stems from the discrepancy between the interests and the needs of potential users as contrasted with the limited resources of data providers. Ideally, information would be collected and disseminated to be germane to the geographical area of interest of any user. Unfortunately, in most parts of the country the jurisdictions of potential users, such as CETA planners and CETA counselors, vocational education planners and vocational education counselors, are not coterminous. That is, they do not perfectly overlap. Further, individual clients evidence different degrees of mobility. For example, the potential labor market for employment for a person who owns a car is different from the potential labor market for employment for an AFDC mother without a car. For the former, the labor market potentially includes at least all openings within driving distance. For the AFDC mother, realistic work options must be fairly close by and accessible by public transportation.

Limitations related to geographic relevance also affect descriptive information. As previously noted, limitations of descriptive information are far more subtle than is the case with quantitative information. Rarely do we find qualifiers in descriptive information pointing out the potential geographic differences which might exist. Such differences for a specific occupation can and do occur in descriptions of tasks, in statements of education or training required by employers, in discussion of fringe benefits, in enumeration of union involvement, in listing of licensing requirements, etc. Many of these differences are of potential and significant concern to users making a career plan.

3. Limitations related to timeliness of use. In this type of limitation, we are not discussing limitations related to projection errors, which we described earlier. Rather, in this case, we are attempting to point out the always present lag between collection and delivery of labor market information. One good example of this delay is the 1980 Census data. It is currently expected that state employment information gathered in the Spring of 1980 will not be analyzed and published until 1983. While for many occupations the figures will be adequate, for others such as computer related occupations, the data could be very questionable.

Limitations related to timeliness also hold true when considering descriptions of occupations and industries. Again, some occupations, descriptions of tasks, entry requirements, etc., will not change substantially. However, for others, particularly for an emerging occupation such as legal assistant, accurate information would change in important ways in only six months time.

4. Limitations due to nomenclature. This type of limitation pervades all types of labor market information as well as many other data sources of interest to users. For example, examine the job openings listings in a newspaper and try to sort out exactly what occupation is being discussed -- almost an impossible task! Basically, problems of nomenclature are simply problems in the names people attach to jobs. Such problems go both ways -- the same job is given a different title by different people, and different jobs are given the same title. The publications we have examined during the past two days contain data coded by a number of different classification systems: DOT, SOC, OES, SIC, so we cannot always be certain how to match or compare one occupation to another or one piece of data with another. Later in this unit, we will look at a new publication which tries to resolve some of the problems of comparing information coded with different classifications.

5. Limitations due to representation of sample. Due to complex methodological problems, current occupational employment data available from the government does not include a count of the agricultural industry. Nor does it include the self employed, or unpaid family workers. Therefore, the data is in some sense not complete. It could not answer questions well about future occupations in agriculture, or for self employed accountants, for example.

Understanding the limitations of labor market information allows us to state some rules to guide us and help clients in formulating questions.

Rule 1 - We should not assume that numbers are direct representations of reality. Data are always estimates, or "best bets." As such, they can

be used well when couched in the context of how and when and for what sample of the population they were collected.

Rule 2 - Attempt to identify data that best matches the geographic area relevant to the client. Infusing a delineation of geographic relevance into clients' questions assures a check that the data source used matches or closely resembles the location of interest. Rarely will the geographic area of interest exactly match the area covered by the data source. Nevertheless, awareness of the issue will likely lead to a realization of one qualification of the answer.

Rule 3 - Attend to the timeliness of the data for use with clients. An old publication showing occupational projections based on data ten years old will not be very useful for clients. Attempt to use up-to-date data as much as possible.

If you keep these rules in mind, it should be easier to provide useful information to clients as well as have a useful exchange of information with your local providers of labor market information.

Other points to consider in using labor market information:

1. Keeping abreast of changes and happenings concerning economic matters.

Because there is normally a lapse of time from the collection of data to actual publication of many statistical reports, it is important to supplement one's knowledge with the most current changes and happenings concerning economic matters. Keep abreast by doing the following:

a) Review the newspaper to learn of any new legislation which may create new jobs or affect the economy in some way, i.e., national

health insurance program. Also check the financial section of the daily paper to learn of any expansion or decline in the economy. The want ads can provide a look at current trends in what jobs are available.

b) Magazine and periodicals such as the Monthly Labor Review and the Occupational Outlook Quarterly are good sources of information in learning of new developments in careers and the national economic picture.

c) Check with employers in the community and professional and trade associations.

2. Using the reasoning process

For many careers, there is no need for any extensive analysis or use of reports to determine their outlook. As long as the population does not decrease drastically, there will always be a need for people to work in such industries as transportation, services, and wholesale and retail trade in occupations as secretaries, managers, sales people, truck drivers, etc. However, it would be wise to confirm your assumptions with at least another source.

COMPETENCY 2 THE COUNSELOR CAN DEMONSTRATE WAYS TO USE THE VPO IN COUNSELING.

NEED FOR A COMMON APPROACH: Job seekers and other persons making career decisions need accurate, up-to-date occupational information to make reasonable decisions about the world of work. Similarly, educators and administrators across the country need reliable data on the labor market for effective planning and counseling. Vocational education and employment and training programs must have accurate information if they are to supply trained workers for available job opportunities. Over the years, Federal and State programs have generated enormous amounts of occupational information. Too often, however, a lack of coordination between the agencies that produce the information, on one hand, and the individuals and agencies that would benefit most from its use, on the other, has hampered its effective utilization. Moreover, the systems for categorizing information as it was collected vary.

Occupations, industries and educational programs are classified in a variety of ways. Different agencies that collect and disseminate the data, code the information using a number of classification systems, e.g. the DOT, SOC, SIC, as discussed in Unit 2. As a result, the data generated from the different agency collection programs have often proved difficult to integrate and compare.

VOCATIONAL PREPARATION AND OCCUPATIONS (VPO): One of the tasks of NOICC has been to standardize methodologies for using data from existing data systems so planners, counselors, and job seekers or persons engaged in

career exploration can apply it for their particular use. To accomplish this, NOICC has developed the Vocational Preparation and Occupations (VPO) which provides a bridge or "crosswalk" between the various occupational and educational program classification systems.

An interim edition of the VPO was released by NOICC in 1979. That edition relates the various occupational code structures to the U.S. Office of Education (USOE) programs and codes. An updated version of the VPO (1980 edition) is now available on tape. This edition of the VPO provides tapes of a full crosswalk among all of the classification systems. These tapes will be reissued annually. Hard copy output will also be available in late 1981.

The VPO displays links among the instructional program codes and descriptions used by the USOE to the following occupational classification systems:

- the fourth ediciton of the DOT
- 1980 SOC
- the Occupational Employment Statistics Survey Classification
- the OES program survey-based and census-based industry/occupation matrices codes

In addition, information is included for general education development (GED), specific vocational preparation (SVP), physical demands, working conditions, and industry designations derived from job analysis information used in preparing the DOT.

A further revision of the VPO is also underway to introduce the 1980 Census codes and the newly devised "Classification of Instructional Programs" which merges the USOE program codes with the Higher Education General Information System (HEGIS) codes.

The VPO can be used as a cross-code reference, a means of organizing occupational demand/supply analysis, and as is discussed later in this unit, as a counseling tool for linking education and training needs with occupations and their requirements.

FORMAT OF THE 1980 EDITION OF THE VPO: The 1980 edition of the VPO consists of three volumes and a full crosswalk tape. The following description of these volumes is taken from the 1980 VPO.

Volume I

Volume I, entitled, Educational and Occupational Code Crosswalk, is divided into three major sections. The first section contains a general introduction of the VPO, a discussion of its potential uses and applications and an explanation of each of the classification systems displayed on the crosswalk tables.

The second section of Volume I consists of References A through L. These references include lists of codes, code relationships and selected code applications from the various classification systems, including the DOT, SOC, Census, OES, SIC, and the USOE. Explanations of each of these have been included in either the text of Volume I or as the first page of the reference.

The third and final section contains the crosswalk tables of the USOE program codes, titles and descriptors displayed with the related codes and titles from the Dictionary of Occupational Titles (DOT), Occupational Employment Statistics (OES) Survey, OES survey-based matrix, OES-Census based matrix, and the Standard Occupational Classification (SOC). Also

included on these crosswalk tables are data from the General Education Development (GED), the Specific Vocational Preparation (SVP), physical demands and working conditions information derived from the job analyses conducted in preparing the DOT. Information on industries in which OES survey occupations were found is displayed in Reference E.

The crosswalk tables are arranged in ascending USOE code order. The USOE program code and title appear in the first line 1 , (Figure 1, page 13). Each descriptor 2 associated with a program code and title is shown directly below the code and title line.

The DOT codes within each USOE classification are arranged in ascending numerical order. The associated occupational title appears directly to the right of this nine-digit DOT code 3 . (In a few instances, an asterisk next to the DOT title indicates that this DOT also is assigned to another USOE program. Reference C contains a listing of all DOT codes related to more than one USOE program code, i.e., the DOT title and all related USOE program codes and titles.) The General Education Development (GED) 4 , Specific Vocational Preparation (SVP) 5 , physical demands 6 , and working conditions 7 which serve to further define the DOT codes provide more specific information about the nature and complexity of the occupation. The codes listed under column headings SOC 8 , OES Survey 9 , OES Survey Matrix 10 and OES Census Matrix 11 further link the DOT code and title to other classification systems currently in use for collecting, aggregating and analyzing occupational and employment data.

USOE PROGRAM 17.100301 MAINTENANCE, HEAVY EQUIPMENT (1)

(2) SPECIALIZED CLASSROOM AND PRACTICAL WORK EXPERIENCES CONCERNED WITH (1) THE FIELD MAINTENANCE OF EARTH-MOVING EQUIPMENT AND (2) THE GENERAL MAINTENANCE AND OVERHAUL OF SUCH EQUIPMENT. INSTRUCTION COVERS INSPECTION; MAINTENANCE AND REPAIR OF TRACKS; WHEELS AND BRAKES; OPERATING CONTROLS; ELECTRICAL CIRCUITS; ENGINES; AND TECHNIQUES IN WELDING AND BRAZING.

DICTIONARY OF OCCUPATIONAL TITLES			GED			S V P	PHYSICAL	WORKING	DOT INDUSTRY	SOC	*OES	*CENSUS
3RD CODE	4TH CODE	TITLE	R	M	L		DEMANDS	CONDITIONS	CODES	CODE	CODE	CODE
620.281-046	620.261-022	CONSTRUCTION-EQUIPMENT MECHANI	3	3	3	7	M346	B57	271	6717	51900	452
620.281-050	620.261-022	CONSTRUCTION-EQUIPMENT MECHANI	3	3	3	7	M346	B57	271	6717	51900	452
620.281-054	620.261-022	CONSTRUCTION-EQUIPMENT MECHANI	3	3	3	7	M346	B57	271	6717	51900	452
620.281-058	620.261-022	CONSTRUCTION-EQUIPMENT MECHANI	3	3	3	7	M346	B57	271	6717	51900	452
620.281-066	620.281-042	LOGGING-EQUIPMENT MECHANIC	4	3	3	7	V23456	B56	544	6717	51034	492
(3)			(4)			(5)	(6)	(7)	(8)	(9)	(10)	(11)

* To convert OES Survey code to OES-based Matrix code, see Appendix G.

** To convert Census occupation code to Census-based Matrix code, see Appendix F.

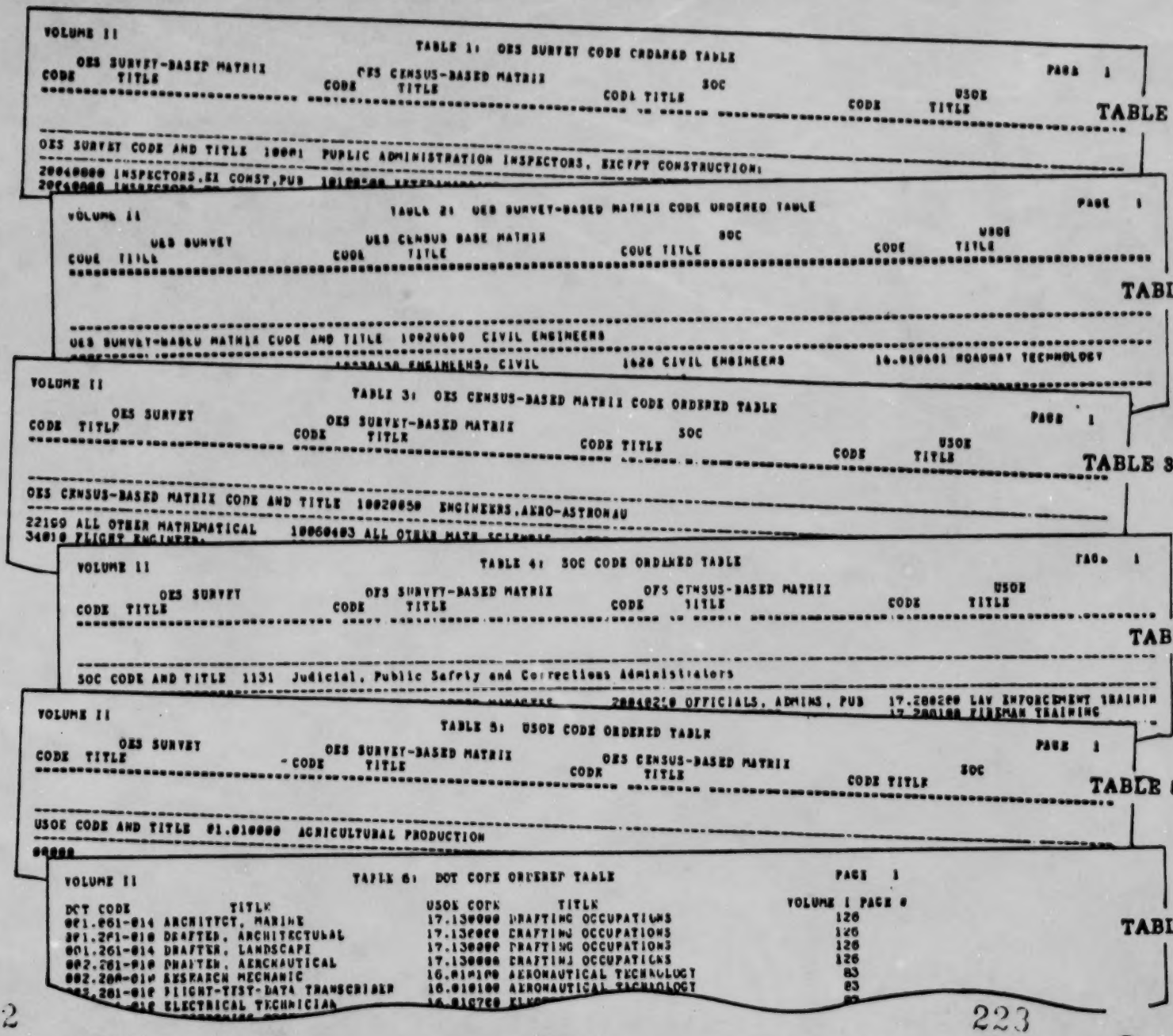
Volume II

Volume II, entitled Cross-Reference Tables, contains tables which present information contained on the crosswalk tables of Volume I by the following code systems: (1) OES survey, (2) OES survey-based matrix, (3) OES Census-based matrix, (4) SOC, (5) USOE, and (6) DOT. The first five sections display the relationship of the primary code (or code by which it is sorted) to the codes from the other classification systems. For example, the sort by OES survey code displays the relationship of the OES survey code to the codes from the USOE, OES survey-based matrix, OES Census-based matrix, and SOC systems. The sixth table contains only DOT codes and the code(s) of the USOE program(s) to which they were assigned (see Figure 2, page 15).

Since this volume was designed to be used with Volume I, these tables only display those code relationships which are shown in Volume I. That is, only codes which have a relationship to a vocational education program are shown in Volume II. Those interested in using the VPO for supply/demand analysis purposes, therefore, will find Volume II incomplete and should use Volume III or the crosswalk computer tape described in the following paragraphs.

Crosswalk Computer Tape and Volume III

Since Volumes I and II include only those codes from the various occupational classification systems that have an assigned relationship to a USOE vocational education program code, a full crosswalk computer tape has been developed. This tape contains each DOT code, related occupational codes and titles. In addition, codes and titles from the categories in the classification systems that do not have an assigned relationship to a



VOLUME II

TABLE 1: OES SURVEY CODE ORDERED TABLE

PAGE 1

OES SURVEY-BASED MATRIX CODE	TITLE	OES CENSUS-BASED MATRIX CODE	TITLE	SOC CODE	TITLE	USOE CODE	TITLE

OES SURVEY CODE AND TITLE 10001 PUBLIC ADMINISTRATION INSPECTORS, EXCEPT CONSTRUCTION:

20040000 INSPECTORS,EX CONST,PUB

TABLE 1

VOLUME II

TABLE 2: OES SURVEY-BASED MATRIX CODE ORDERED TABLE

PAGE 1

OES SURVEY CODE	TITLE	OES CENSUS BASE MATRIX CODE	TITLE	SOC CODE TITLE	USOE CODE	TITLE

OES SURVEY-BASED MATRIX CODE AND TITLE 10020000 CIVIL ENGINEERS

1620 CIVIL ENGINEERS 16.010601 ROADWAY TECHNOLOGY

TABLE 2

VOLUME II

TABLE 3: OES CENSUS-BASED MATRIX CODE ORDERED TABLE

PAGE 1

OES SURVEY CODE	TITLE	OES SURVEY-BASED MATRIX CODE	TITLE	SOC CODE TITLE	USOE CODE	TITLE

OES CENSUS-BASED MATRIX CODE AND TITLE 10020050 ENGINEERS,AERO-ASTRONAU

22100 ALL OTHER MATHEMATICAL 10060403 ALL OTHER MATH SCIENCE

34010 FLIGHT ENGINEER:

TABLE 3

VOLUME II

TABLE 4: SOC CODE ORDERED TABLE

PAGE 1

OES SURVEY CODE	TITLE	OES SURVEY-BASED MATRIX CODE	TITLE	OES CENSUS-BASED MATRIX CODE	TITLE	USOE CODE	TITLE

SOC CODE AND TITLE 1131 Judicial, Public Safety and Corrections Administrators

28040210 OFFICIALS, ADMINS, PUB 17.200200 LAW ENFORCEMENT TRAININ

17.200100 FIREMAN TRAINING

TABLE 4

VOLUME II

TABLE 5: USOE CODE ORDERED TABLE

PAGE 1

OES SURVEY CODE	TITLE	OES SURVEY-BASED MATRIX CODE	TITLE	OES CENSUS-BASED MATRIX CODE	TITLE	SOC CODE TITLE

USOE CODE AND TITLE 01.010000 AGRICULTURAL PRODUCTION

00000

TABLE 5

VOLUME II

TABLE 6: DOT CODE ORDERED TABLE

PAGE 1

DOT CODE	TITLE	USOE CODE	TITLE	VOLUME I PAGE #
001.061-014	ARCHITECT, MARINE	17.130000	DRAFTING OCCUPATIONS	126
001.261-010	DRAFTER, ARCHITECTURAL	17.130000	DRAFTING OCCUPATIONS	126
001.261-014	DRAFTER, LANDSCAPE	17.130000	DRAFTING OCCUPATIONS	126
002.261-010	DRAFTER, AERONAUTICAL	17.130000	DRAFTING OCCUPATIONS	126
002.280-010	RESEARCH MECHANIC	16.010100	AERONAUTICAL TECHNOLOGY	83
002.281-010	FLIGHT-TEST-DATA TRANSCRIBER	16.010100	AERONAUTICAL TECHNOLOGY	83
003.[illegible]-010	ELECTRICAL TECHNICIAN	16.010700	ELECTRONICS	83

TABLE 6

Figure 2

specific nine-digit DOT code are contained on this tape so that all codes from all classification systems are shown.

Volume III contains all the information found on the full crosswalk tape and displays this information in a format similar to that of Volume II. Only a limited number of copies of Volume III were printed for distribution to the State Occupational Information Coordinating Committees. A print tape of Volume III is available and may be ordered.

The tables in Volumes I, II and III are available on separate computer print tapes. Volume II also is available in printed copy. The full crosswalk tape is available on a data tape. For information on how to order any of these products, contact the appropriate State Occupational Information Coordinating Committee director, or:

National Occupational Information Coordinating Committee
2100 M Street, NW, Suite 714
Washington, DC 20037

PRACTICAL APPLICATIONS OF THE VPO. The primary purpose of the VPO is to present the most current information on the interrelationships among various occupational classification systems and their relationships to the USOE classification system for purposes of labor supply/demand interface. However, it also contains important information which can be used for curriculum development, program planning, counseling, placement, advisory councils, and data reporting.

kind of vocational training necessary to prepare for occupations.

2. The VPO connects labor market and occupational information to the counseling process. For example, assignments of OES codes (demand estimates and projections) to USOE codes provides information on employment opportunities for various instructional programs.
3. The VPO can assist the counselor in identifying alternative instructional programs that train for a given occupation(s).
4. The VPO can be used by the counselor to define for a student certain commitments and conditions associated with these occupations, e.g.:
   - the Specific Vocational Preparation (SVP) code identifies the length of training time required to master an occupation.
   - Physical Demand defines the amount of personal effort or adaptation required by an occupation.
   - Working Conditions defines the environment surrounding the work station.
5. The VPO can be used to relate instructional programs to appropriate academic courses by using the DOT General Education Development (GED) assignments to provide clues to identify the proper math and language courses.

The VPO crosswalks represent relationships that are based on a national "average." Local users should not consider the VPO as a firm and fixed document. Rather the relationships must be modified as appropriate to reflect local conditions.

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UNIT 7

LABOR MARKET PERSPECTIVES FROM BUSINESS AND LABOR

INTRODUCTION TO UNIT 7

As counselors, how often have you talked with local business representatives to learn their perspectives on job opportunities in the community and needs for particular job skills and training for the present and future? Business leaders keep a sharp watch on the local economy, with a clear interest in its growth, progress and success.

Unions also have an interest in the growth, progress, and success of the local economy, and in particular, in the local labor market. Unions and employee associations represent workers in many industries, and have a profound influence on the structural rules of the local labor market.

In this unit, you will have an opportunity to discuss the labor market's characteristics and structure with representatives of business and labor from your community.

UNIT 7 COMPETENCIES

COMPETENCY 1	THE COUNSELOR WILL BE ACQUAINTED WITH SOME BUSINESS PRACTICES AND UNION CHARACTERISTICS AND REQUIREMENTS RELATED TO JOB PLACEMENT AND CAREER OPPORTUNITIES IN THE LOCAL LABOR MARKET.

As you have worked in the last unit with state and local labor market data, you have developed a more precise and realistic appreciation of the characteristics of your local labor market -- the employment opportunities in various industries, what kinds of occupations are prevelant. In this unit, you will have the chance to talk with people whose work focuses on your labor market and who are closely attuned to its particular characteristics -- its wage rates, demand for workers, requirements for job entry and job rules and structure, as well as directions for the future. During this two hour session, you will become acquainted with representatives from your local business community, and from a local union or union federation. They will discuss their perceptions of the labor market on a panel and respond to your questions.

Use the sheets on the following pages to mark their comments on a series of questions regarding the local labor market.

UNIT 7 BUSINESS AND LABOR FORUM

Note comments on the following topics:

1. STATUS OF THE LOCAL ECONOMY:

   Business Labor

2. GROWTH AREAS IN LOCAL ECONOMY:

   Business Labor

3. NEW AND EMERGING OCCUPATIONS:

   Business Labor

4. NEEDED JOB SKILLS:

Business | Labor

5. STEPS FOR EMPLOYMENT SEARCH:

Business | Labor

6. PROBLEMS WITH NEW ENTRANTS:

Business | Labor

7. LOCAL UNIONS:

Business | Labor

8. EFFECTS OF UNION GUIDELINES ON EMPLOYMENT:

Business | Labor

9. SKILLS OF SUCCESSFUL JOB APPLICANTS:

Business | Labor

10. UNIONS AND WAGE RATES, CAREER LADDERS, JOB SECURITY.

Business Labor

11. APPRENTICEABLE TRADES.

Business Labor

12. ON-THE-JOB TRAINING:

Business Labor

13. RECOMMENDED LINKAGES:

Business Labor

UNIT 8

ICDM COUNSELOR ACTION PLAN

INTRODUCTION TO UNIT 8

During the past three days, you may have felt overwhelmed with the barrage of new material on labor market information. During the remainder of the workshop, we would like you to organize your new learning into some operating plans for the future. In this last unit, each of you will develop an Action Plan, focusing on a set of activities you can accomplish over a given time frame. This plan should provide a guide for you to use in the coming weeks and months for incorporating the new information and perspectives in an effective and meaningful way.

UNIT 8 COMPETENCIES

COMPETENCY 1 — THE COUNSELOR CAN DEVELOP AN ACTION PLAN TO IMPLEMENT A SERIES OF ACTIVITIES DESIGNED TO IMPROVE CAREER DECISION MAKING WITH CLIENTS.

COMPETENCY 1 THE COUNSELOR CAN DEVELOP AN ACTION PLAN, TO IMPLEMENT A SERIES OF ACTIVITIES DESIGNED TO IMPROVE CAREER DECISION MAKING WITH CLIENTS.

Presented in this unit are a series of suggested activities. Work in a small group with other counselors. Fill in the worksheets, brainstorm for more activities towards developing a reasonable Action Plan for improved career decision making with clients.

Each of the activity areas suggested below provide a framework for the kinds of things you can do in your work to integrate labor market and career information effectively into the counseling process. From the suggestion for each activities area, complete the ICDM Action Plan with the tasks and information you plan to use to conduct the activity in your particular work setting.

The suggested activities include:

1. Establish linkages in your state.
2. Acquire labor market information in your state and on national data that you have determined could be valuable in career counseling.
3. Organize (or reorganize) your occupational resource center.
4. Learn more about local occupations and industries.
5. Select some job search statistics for client use.

ICDM COUNSELOR ACTION PLAN

Activity 1:	I plan to establish linkages in my state with labor market and career information resource people, as well as other counselors.

Proposed Tasks:

Timeline for Implementation
Month

1 2 3 4 5 6

1.

2.

3.

4.

5.

6.

8-4

Signature

ICDM COUNSELOR ACTION PLAN

Activity 2:	I plan to obtain national, state, and local labor market information that will be useful for improving client career decision making.

Proposed Tasks:

Timeline for Implementation
Month

1 2 3 4 5 6

1.

2.

3.

4.

5.

6.

Signature

ICDM COUNSELOR ACTION PLAN

Activity 3: I plan to organize an Occupational Resource Center.

Proposed Tasks:

Timeline for Implementation
Month

1 2 3 4 5 6

1.

2.

3.

4.

5.

6.

Signature

9-8

ICDM COUNSELOR ACTION PLAN

Activity 4:	I plan to become more knowledgeable about local occupations and industries which are of importance in my area.

Proposed Tasks:

Timeline for Implementation
Month

1 2 3 4 5 6

1.

2.

3.

4.

5.

6.

Signature 244

ICDM COUNSELOR ACTION PLAN

Activity 5:	I plan to select some job search and career exploration strategies to implement with clients.

Proposed Tasks:

Timeline for Implementation
Month

	1	2	3	4	5	6
1.						
2.						
3.						
4.						
5.						
6.						

Signature

8-8

ICDM COUNSELOR ACTION PLAN

Activity 6:

Proposed Tasks:

	Timeline for Implementation Month					
	1	2	3	4	5	6
1.						
2.						
3.						
4.						
5.						
6.						

Signature

ICDM COUNSELOR ACTION PLAN

Activity 7:

Proposed Tasks:

Timeline for Implementation
Month

1 2 3 4 5 6

1.

2.

3.

4.

5.

6.

Signature

ACTIVITY 1

I PLAN TO ESTABLISH LINKAGES IN MY STATE WITH LABOR MARKET AND CAREER INFORMATION RESOURCE PEOPLE, AS WELL AS OTHER COUNSELORS, TOWARDS BUILDING A NETWORK FOR INFORMATION AND IDEA EXCHANGE.

In Units 4 and 5, we examined the variety of labor market information available to you on national, state, and local labor market conditions. A vital aspect of effective career counseling entails a certain degree of familiarity and personal knowledge on your part about occupations and the labor market. You should be able to converse articulately with your clients about their options, and provide them with useful information. This requires a learned expertise on your part. At this point, after these couple of days of learning, how competent do you assess yourself to be concerning:

	Very Knowledgeable	Not Very Knowledgeable
local industries and firms	____	____
local occupational opportunities	____	____
current job openings	____	____
average wages	____	____

There are experts in your state who spend all of their work time involved in producing labor market information. You can learn a great deal more about job opportunities and the industrial and occupational mix of your local labor market by making and maintaining contact with:

- the labor market analyst at your nearest state employment service office.

- a representative from your State Occupational Information Coordinating Committee (SOICC).
- the staff of the State Career Information Delivery System (CIDS) if available in your state.

These people can provide the labor market and career information resources you will need to make any detailed analyses of your local labor market and keep up-to-date on current economic conditions.

Obtain addresses and phone numbers of useful contacts, and write them below:

_____

_____

_____

_____

In your group, discuss how you as counselors may establish some linkage with each other. Discuss how you think it could be useful to establish communication regularly with the other counselors. Plan how you could facilitate communication among your group and with other counselors. Write your ideas below:

_____

_____

_____

_____

_____

ACTIVITY 2

I PLAN TO OBTAIN NATIONAL, STATE, AND LOCAL LABOR MARKET INFORMATION THAT WILL BE USEFUL FOR IMPROVING CLIENT CAREER DECISION MAKING.

In Unit 5, for each of the national labor market publications you reviewed you were asked to indicate if and how you thought the resources may be useful for your counseling clients.

Refer now to those sections of Unit 5, and determine which, if not all, the publications are ones you want in your office. List below the publications you plan to order. Your trainer will provide information on cost and addresses.

Data Source	Where to Order

Now, review the state and local labor market information you reviewed in Unit 6. Determine which would be useful materials for counseling. List them by title below, and obtain ordering information from your trainer:

Data Source	How I Can Get It

OCCUPATIONAL INFORMATION RESOURCE MATRIX

CATEGORIES OF INFORMATION

	INFORMATION RESOURCES	1. Occupation Activities	2. Occupational Characteristics	3. Preparation For Work	4. Advancement	5. Related Occupations	6. Industry	7. Employment Outlook	8. Earnings	9. Places of Employment
National Information	Dictionary of Occupational Titles (DOT)	x				x	x			
	Standard Industrial Classification (SIC)						x			
	Standard Occupational Classification (SOC)	x				x				
	Occupational Outlook Handbook (OOH)	x	x	x	x	x	x	x	x	x
	Occupational Outlook Quarterly	x	x	x	x	x	x	x	x	
	Guide for Occupational Exploration			x		x				
	Exploring Careers	x	x							
	U. S. Industrial Outlook						x	x		
	A Counselor's Guide to Occupational Information	x	x	x		x	x	x	x	
	Occupations in Demand at Job Service Offices							x	x	
	Occupational Projections and Training Data			x				x		
	Wage Surveys (BLS)								x	
State/Local Information	LMI Newsletters							x	x	
	County Business Patterns							x		
	SESA LMI Publications	x	x			x	x	x	x	x
	Career Information Systems	x	x	x	x	x	x	x	x	
	Occupational Employment Statistics Survey Data							x		x
	Job Flo							x	x	x

ACTIVITY 3

I PLAN TO ORGANIZE AN OCCUPATIONAL RESOURCE CENTER.

The following sections contain suggestions for how you as counselors can organize and provide occupational and career information to your clients in an occupational resource center. Review the information in each of the sections, and present an overview to the group. Brainstorm other ideas that you may have used to facilitate clients' access to occupational information and share with the group.

a) Establish A Human Resource File

In your schools and local communities are faculty, staff, parents, and retired persons, who may be willing to share expertise and insights about a variety of occupations with your clients. Poll people you work with, send questionnaires home to parents, and place bulletins in the community. Many teachers take summer jobs in other areas outside the academic domain. Others have spent time prior to the teaching profession in the military service, in industrial, or business work. Develop a resource file of names of individuals in your community who would be willing to talk with clients or students who have an interest in pursuing a similar profession. Being able to talk face to face about the day to day work activities of a particular occupation can be instructive to a person exploring their options for work.

b) Build A Career Bulletin Board

You can interest the curious or self-motivated client about occupations he or she may know little about with a Career Bulletin

Board. Place attractive, informative materials on the bulletin board focusing on a particular occupation or career. The Occupational Outlook Quarterly frequently highlights occupations in well written, illustrated articles that would be appealing on a Career Bulletin Board. Select occupations that display variety and may be of particular interest to clients in your local area.

c) Build A Job Board

Next to the Career Bulletin Board should be the Job Board, with announcements of local, state, and national job openings you receive as well as local labor market information on current openings. Make sure clients know about the SESA's Job Service and what that agency offers. Job Service has good pamplets, brochures, and information that would belong on a Job Board. AVAIL YOURSELF OF THE FREE INFORMATION that can be so useful for your clients.

The public employment service - Job Service - is a network of local offices in cities and towns across the country. Job Service staffs are in contact with employers looking for workers and the more than 15 million people a year who are seeking work.

Since the employment service is a Federal-State partnership supported by unemployment insurance tax dollars paid by employers, its services are free to job applicants and employers. Its central task is assisting job seekers in finding suitable jobs, either at once, or after needed training, and helping employers find workers. In past years, more than one-fifth of all unemployed workers found new jobs through the

public employment service. A variety of services offered to employers are paying dividends in more job orders available to applicants. In addition, many openings never before listed with Job Service are being listed by employers doing business with the Government.

Job Service provides some special services which could be advertised on the Job Board:

Employment Counseling is available in most areas for those experiencing difficulties in getting or holding a job.

Services to Veterans - The employment service gives veterans priority in referrals to suitable jobs and training; disabled veterans get preference over other veterans. Veterans who are not ready for work can receive job training, counseling, and work aptitude testing and get information on careers, skill training, and opportunities in new occupations and industries.

Services to rural areas - Job Service gives special attention to the needs of rural farm workers. To make services available where they are needed, mobile offices are frequently set up in remote areas. Job Service staff publicize farm and nonfarm jobs, place local and migratory workers in jobs or arrange for transportation of workers to the worksite.

Services to other groups - Handicapped, minorities, youth, women, older workers and poor people may also receive special services at Job Service offices. As needed, they can get counseling and testing, career guidance, and help in entering training as well as finding a job.

d) Other Activity Ideas

Brainstorm other useful ways to display, organize, and distribute labor market information:

_____

_____

_____

_____

_____

_____

ACTIVITY 4

I PLAN TO BECOME MORE KNOWLEDGEABLE ABOUT LOCAL OCCUPATIONS AND INDUSTRIES WHICH ARE OF IMPORTANCE IN MY AREA.

Develop a list of six occupations and six industries you want to become expert about over the next year.

	Occupations I want to learn about	Industries I want to learn about
1)	_____	_____
2)	_____	_____
3)	_____	_____
4)	_____	_____
5)	_____	_____
6)	_____	_____

One way to organize information on industries are with industry briefs. Industry briefs are summaries of significant industries in the local community. Information that could be included in an industry brief may be:

1) SIC title and code,
2) Description of the industry's product or services,
3) Occupational staffing in the industry,
4) Occupations which account for most of the new hires,
5) Description of characteristics of those occupations - entry requirements, starting salary, conditions of work, job duties,
6) General hiring requirements and practices,
7) Kinds of technological changes taking place,
8) Employment trends,
9) Number of employers in the industry,
10) List of employer names and addresses in the industry.

As a review of the labor market information resources you have studied, make a listing of where you would obtain the information for each item on the list to construct an industry brief. Write the ideas below:

1) SIC title and code:_____

2) Description of industry's product or service: _____

_____

3) Description of occupational staffing pattern: _____

_____

4) Occupations which account for most of the new hires: _____

_____

5) Descriptions of prevelant occupations: _____

_____

_____

_____

6) General hiring requirements: _____

_____

_____

7) Occupational employment trends: _____

_____

_____

8) Number of employees in industry: _____

9) Employer names and addresses: _____

_____

_____

_____

If you do not have all the information you need, discuss with the trainer where it may be obtained.

Quite often, a better understanding of employment opportunities in local industries and occupations is derived best brom talking with local employers in firms which hire or could hire your clients. An occasional contact in the community between counselors and employers generates useful links for both you and the business firm.

As a group, generate a list of at least six different means of locating comprehensive listings of employers in your local area. Write them below, and discuss.

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

When you decide to contact an employer, organize your questions so that you can collect good information to share with clients. Some useful questions for employers are:

1) Name, address, phone number,
2) General description of main product or service,
3) Number of employees,
4) Location of hiring facility and office names for reviewing job applicants,
5) Occupations in which most hirings are taking place,
6) General hiring requirement,
7) Usual or preferred recruitment channels,
8) Employer turnover rates,
9) Fringe benefits,
10) Unionization.

List a few major employers in your area for which you could make employer briefs.

1) _____

2) _____

3) _____

4) _____

ACTIVITY 5

I PLAN TO SELECT SOME JOB SEARCH AND CAREER EXPLORATION STRATEGIES TO FACILITATE CLIENTS' JOB SEARCH.

The following four sections contain suggestions on strategies for facilitating job search activities. Review the information in each of the sections, and present an overview in the group. Brainstorm other ideas and write them in section (e).

a) Start A Job Club

Establishing a Job Club can be a rewarding and effective method for helping clients find a job quickly that is of as high quality as is feasible. The procedures outlined here will be a brief summary of a comprehensive method developed through a grant from the U. S. Department of Labor, which has been shown to achieve substantial success with clients from a broad range of backgrounds and work experience. Counselors interested in this procedure are encouraged to obtain a copy of the report by Azrin, et. al, (see references) which outlines the procedure step by step in detail.

The method requires blocks of time commitments from the counselor and club members. You may be able to refine the procedures to fit your particular work circumstances.

1) The counselor obtains a commitment from each new member of the Job Club to treat finding a job as a full time (or as major as possible) commitment. Each member should plan to spend one half a day in job counseling with the club obtaining job leads, and the remainder of the day being interviewed for leads she or he had found. The counselor and Job Seeker sign an agreement outlining the commitment.

2) The counselor works carefully with the clients role playing and rehearsing what they should say in various job selling situations such as telephone calls, writing letters, and answering interview questions. The counselor works with the clients to prepare resumes, fill out job applications, etc. Except for actual interviews, all the work involved in the job search is performed by the clients in the Job Club where he or she can get support from members and guidance from the counselor.

3) The job seeker seeks employment as part of a structured group. The group provides mutual assistance such as exchanging job leads, monitoring each others telephone conversations, giving each other rides, etc. This crucial part of the Job Club Method serves to provide support and the motivation that comes from being part of a group.

4) The job seeker uses friends and relatives to a very great extent in locating job leads. The counselor works with the job seeker to identify people he or she knows who may be able to provide useful

information on job leads. Studies have shown that friends and relatives can account for a substantial percentage of successful job leads.

5) Each day, Job Club members bring newspapers to collect notices of published positions such as help wanted ads. The group scrutinizes them together under the counselor's supervision, and plans contacts they will make each day.

6) The Job Club method uses telephone contact as the primary method of obtaining job leads and arranging interviews, rather than outside visits, drop-ins, or letter writing. The emphasis on telephone contacts provides for greater efficiency and often more personal contact. The counselor works nearby with the Job Club members teaching them effective communication skills for obtaining information and leads on the telephone. The counselor also emphasizes personal and social skills for the client, to enhance the receptivity of employers.

7) The counselor shows job seekers how to be creative in the job search, teaching such things as how to obtain interviews for positions that have not been previously publicized or in fact may not even yet exist. This approach helps to reduce intense competition among job club members that could arise with multiple applicants for single advertised positions.

8) The clients chart their progress towards obtaining a job: the number of employer contacts made each day, the number of interviews each Job Club member makes, until a job is found. The success of each Job Club member serves as motivation and guidance for other job seekers. See the Client Progress Sheet for an example of how such a chart can be organized.

CLIENT PROGRESS

DATE STARTED: _____

Name	Attendance	No. of Letters or Phone Calls	No. of Applications and/or Resumes	No. of Interviews	People I Know Contacted	Letters of Recommendation

8-25

b) Acquaint Clients With Approaches To Job Search

A client's best source of job information will depend, to some extent, on the type of job he or she wants and labor market conditions.

Some of the many sources of job information are listed below, with brief comments on their characteristics.

1. Job Service (the public employment service)

- received more job listings in more occupations than any other single source,
- knows about job openings, even among employers who have not listed with them,
- has local offices conveniently located in all parts of the country,
- operates computerized job banks in all major cities and many smaller ones to bring up-to-the minute information on all openings in an area,
- offers job and career counseling; provides aptitude and proficiency testing,
- has daily contacts with thousands of employers,
- accumulates, develops, and distributes local, state, and national labor market information.
- charges no fees for these and other services.

2. School or College Placement Services

- are a productive source for many job openings,
- are usually available only to students or alumni of the school.

3. Want Ads

Newspaper want ads can be very useful in locating job openings. But it is necessary to know about different kinds of ads. Recent studies have shown that want ads do not necessarily mean real job openings exist.

Some useful suggestions for clients may be:

- select a good local newspaper and read the want ads every day. Sunday ads have the best coverage,
- look for openings under several job titles. Various employers may use different job titles,
- check the "too late to classify" section. It may include newly listed jobs,
- followup ads promptly with a phone call, letter or personal visit.

Being able to spot different types of want ads can make a job search easier. Following are some job advertisements which may not be worth a client's time:

- Agency ads are placed by private employment agencies to advertise their services. You must pay a fee to find out about the job. (Employers rarely pay the fee.)
- Blind ads do not identify the employer. Well known employers may use these to avoid being swamped with applicants. You are usually instructed to send a resume and the employer will contact you.
- Investment ads are not actually job openings. They require that you invest money to secure a dealership, franchise or other business opportunity. Seek professional advice before spending your money.
- Display ads advertise a company's products or services. They are seldom offers of real job openings.
- "No Experience Needed" Most employers are easily able to fill job openings that do not require experience. If they are advertised, it often means the job is hard to fill because of low wages or poor working conditions. Beware of jobs that offer high pay for commissioned work.

The best type of ad to follow up is called an Accommodating Ad. It gives a detailed description of the job and indicates that the employer is willing to arrange an interview at the client's convenience. This type of ad is a sure indication that an actual opening exists.

4. Industrial and Craft Unions

   - are a productive source of job information for members, especially for those with seniority,
   - deal with a limited number of occupations,
   - may have exclusive hiring authority for some firms.

5. Professional Associations

   - provide useful information for specialized occupations,
   - have listings which are available at libraries.

6. U. S. Office of Personal Management

   - handles U. S. Government civilian jobs,
   - fills jobs in a variety of professional, technical, clerical, craft, and other occupations,
   - fills jobs on the basis of merit as determined by the results of examinations and ratings of experience and education,
   - provides application forms and information on job opportunities (also available from most post offices).

7. Private Employment Agencies

   - usually specialize in a few specific occupations,
   - frequently charge applicants a fee for registration and/or job placement; some collect fees from employers.

8. Libraries

   - have a vast array of materials such as directories of manufacturers, yellow pages of telephone books, industrial guides, and other reference publications.
   - also have books on how to plan a career and conduct a successful job hunt.

9. "Knock-Knock Approach"

Applying directly to employers is another way of finding a job. You can encourage clients who are highly motivated to just walk into a business and ask if they have any openings, or to speak to the person who does the hiring. At small firms, ask to speak with the manager. Large companies usually have a Personnel office with many interviewers.

10. Closer To Home

Friends and relatives can be great resources for a job. Many of them are probably already working and know quite a bit about employment in their field.

JOB SEARCH METHODS

Job Search Method Used	Percent Used	Percent Successful
Contacted Employers	82.2	36.3
Asked Friends, Relatives	65.0	47.2
Answered Want Ads	47.5	34.9
Asked Other Workers	33.1	9.9
Job Service	27.6	20.3
Private Agency	14.5	38.6
School Placement	10.9	27.5
Labor Unions	6.2	22.5
Community Organizations	1.6	21.9

SOURCE: U. S. Department of Labor, "Recruitment, Job Search and The U. S. Employment Service." 1976.

c) Familiarize Clients With What To Expect In The Job Interview

The employment interview is the most important part of a job search. During the interview the employer judges qualifications, appearance and general fitness for the job.

Advance preparation is the key to a more successful interview. Assemble all the papers needed. The principal one is the resume, unless it has been submitted before the interview. If the client has not prepared a resume, he or she may want to take school records, social security card, and work records. The client may also need any licenses, union card, or military records you have. If his or her work is the sort that one can show at an interview, suggest taking a few samples (such as art or design work or published writing).

These are some suggestions clients can follow when preparing for an interview:

. Learn all you can about the company - its product or service, standing in the industry, kinds of jobs available, and hiring policies.

. Know what you have to offer - what education and training you have had, what work you have done, and what you can do.

. Know what kind of job you want and why you want to work for the firm.

. Be prepared to furnish the names and addresses of three persons (not relatives) who are familiar with your work and character. If you are a recent graduate, you can list your teachers.

. Learn the area salary scale for the type of job you are seeking.

. Never take anyone with you to the interview.

. Allow as much uninterrupted time for the interview as it may require. (For example, do not park your car in a limited time space.)

. Dress conservatively. Avoid either too formal or too casual attire.

<u>You and the interview</u>:

. Be pleasant and friendly but businesslike.

. Let the employer control the interview. Your answers should be frank and brief but complete, without rambling. Avoid dogmatic statements.

. Stress your qualifications without exaggeration. The employer's questions or statements will indicate the type of person wanted. Use these clues in presenting your qualifications.

. If you have not sent your resume in advance, present it or your work records, references, personal data, work samples, or other materials to support your statements when the employer requests them.

. In discussing your previous jobs and work situations, avoid criticizing former employers or fellow workers.

. Don't discuss your personal, domestic, or financial problems unless you are specifically asked about them.

. Don't be in a hurry to ask questions unless the employer invites them. But don't be afraid to ask what you need to know. If the employer

offers you a job, be sure you understand exactly what your duties will be. You should also find out what opportunities for advancement will be open to you.

. Be prepared to state the salary you want, but not until the employer has introduced the subject. Be realistic in discussing salary.

. If the employer does not definitely offer you a job or indicate when you will hear about it, ask when you may call to learn the decision.

. If the employer asks you to call or return for another interview, make a written note of the time, date, and place.

. Thank the employer for the interview. If the firm cannot use you, ask about other employers who may need a person with your qualifications.

The Following questions are frequently asked during job interviews:

. "What can you do for us?" Be as specific as you can and explain your interest in the job.

. "Tell me about yourself" Briefly, in two or three sentences, describe your background, education and experience.

. "Why are you interested in this company?" You will have to research the company before answering this one.

. "Do you finish assignments early?" Never exaggerate your abilities. No one is perfect. Be honest.

. "Are you a hard worker?" Try to give an example such as having earned your college expenses. Never answer a question with only yes or no.

. "What would you do if. . .?" The interviewer is not necessarily looking for a correct answer, but rather how you would solve a problem. State that you would look for alternatives and discuss them with your supervisor.

Although employers are legally barred from asking certain questions, they may ask anyhow. It is best to use discretion when asked these questions. Many times the interviewer doesn't intend to intrude into areas that are off-limits but, rather, only wants to know if the client will be a dependable, stable, committed employee and an asset to the organization. Unless the company can prove their significance to the particular job being filled, questions on the following subjects are illegal: pregnancy, family planning, child care, height and weight.

Age is an issue which frequently comes up in an interview. Employers are allowed to ask about age, but are prohibited from discriminating against job applicants who are 45 to 70 years old. Suggest that if a client is asked about age, he or she can use the question to advantage, by pointing out that age and experience can provide certain useful qualities - maturity, stability, dependability - that a younger applicant might lack.

Fifty Questions Asked by Employers During the Interview with College Seniors*

1. What are your long range and short range goals and objectives, when and why did you establish these goals and how are you preparing yourself to achieve them?

2. What specific goals, other than those related to your occupation, have you established for yourself for the next 10 years?

3. What do you see yourself doing five years from now?

4. What do you really want to do in life?

5. What are your long range career objectives?

6. How do you plan to achieve your career goals?

7. What are the most important rewards you expect in your business career?

8. What do you expect to be earning in five years?

9. Why did you choose the career for which you are preparing?

10. Which is more important to you, the money or the type of job?

11. What do you consider to be your greatest strengths and weaknesses?

12. How would you describe yourself?

13. How do you think a friend or professor who knows you well would describe you?

14. What motivates you to put forth your greatest effort?

15. How has your college experience prepared you for a business career?

16. Why should I hire you?

17. What qualifications do you have that make you think that you will be successful in business?

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* SOURCE: Gail M. Martin, "Getting Chosen: The Job Interview and Before", Occupational Outlook Quarterly, Spring, 1979 p 2-9.

18. How do you determine or evaluate success?

19. What do you think it takes to be successful in a company like ours?

20. In what ways do you think you can make a contribution to our company?

21. What qualities should a successful manager possess?

22. Describe the relationship that should exist between a supervisor and those reporting to him or her.

23. What two or three accomplishments have given you the most satisfaction? Why?

24. Describe your most rewarding college experience.

25. If you were hiring a graduate for this position, what qualities would you look for?

26. Why did you select your college or university?

27. What led you to choose your field of major study?

28. What college subjects did you like best? Why?

29. What college subjects did you like least? Why?

30. If you could do so, how would you plan your academic study differently? Why?

31. What changes would you make in your college or university? Why?

32. Do you have plans for continued study? An advanced degree?

33. Do you think that your grades are a good indication of your academic achievement?

34. What have you learned from participation in extra-curricular activities?

35. In what kind of a work environment are you most comfortable?

36. How do you work under pressure?

37. In what part-time or summer jobs have you been most interested? Why?

38. How would you describe the ideal job for you following graduation?

39. Why did you decide to seek a position with this company?

40. What do you know about our company?

41. What two or three things are most important to you in your job?

42. Are you seeking employment in a company of a certain size? Why?

43. What criteria are you using to evaluate the company for which you hope to work?

44. Do you have a geographical preference? Why?

45. Will you relocate? Does relocation bother you?

46. Are you willing to travel?

47. Are you willing to spend at least six months as a trainee?

48. Why do you think you might like to live in the community in which our company is located?

49. What major problem have you encountered and how did you deal with it?

50. What have you learned from your mistakes?

Negative Factors Which Most Often Lead to Rejection As Listed by 186 Companies
(Factors listed by 10 or more companies - Number of Companies Listing Factor in Parentheses)

1. Poor scholastic record - low grades without reasonable explanation - low level of accomplishment (99).

2. Inadequate personality - poor attitude - lack of poise - lack of self-confidence - timid, hesitant approach - too introverted (89).

3. Lack of goals/objectives - poorly motivated - does not know his interests - indecision - poor planning (80).

4. Lack of enthusiasm - lack of drive - not sufficiently aggressive - little evidence of initiative (50).

5. Lack of interest in our type of business - lack of interest in our company - not interested in the type of job we have to offer (48).

6. Inability to express himself - poor speech - inability to sell himself (45).

7. Unrealistic salary demands - more interested in salary than in opportunity - unrealistic expectations - over-emphasis on management positions - unwilling to start at the bottom (39).

8. Poor personal appearance - lack of neatness - careless dress (35).

9. Lack of maturity - no evidence of leadership potential (35).

10. Lack of extracurricular activities - inadequate reasons for not participating in activities - No accomplishment in activities (22).

11. Failure to get information about our company - lack of preparation for the interview - did not read the literature (22).

12. Objects to travel - geographical preference - unwilling to relocate (20).

13. Excessive interest in security and benefits - "What can you do for me?" (15).

14. Inadequate preparation for type of work - inappropriate background (10).

d) Knowing Your Rights

Laws determine what questions can and can't be asked of a prospective employee on an application form or during a job interview. In general, you can be asked questions only if they are directly related to specific job duties.

Name, Address, and Phone Number - Of course, employers need to know your name and address. They have to be able to reach you if they decide to offer you a job. Most employers prefer to telephone successful candidates, because it saves time. If you don't have a phone, obtain permission from someone you know to use their number as a message phone. Employers are allowed to ask if you have ever worked for their company under a different name in order to check your work record.

Age - You can be asked your age or date of birth if the information is used for Affirmative Action programs only and not for hiring purposes. Employers can ask if you are legally old enough to work or beyond retirement age, for example, are you between the ages of 18 and 64?

Sex and Race - Employers can ask you to indicate your sex and race on the application form, but only for purposes of implementing Affirmative Action or other required programs. Records of this information must be kept separate from regular permanent employee personnel records, and can't play a part in hiring or other personnel decisions.

Physical Characteristics - Minimum height and weight requirements are illegal if they disproportionally screen out minority group members of women. If employers can show that certain physical requirements are essential to the safe performance of the job, you can be asked about your physical condition or required to take a physical examination.

Religion, National Origin, and Organizational Membership - Employers can't ask your religious affiliation, but if the job requires you to work other than regular Monday through Friday hours, they can ask if your observed religious holidays would interfere with working weekends or evenings. Employers must try to accommodate the religious beliefs of employees. You can't be asked questions about your national origin or birth place, or that of your parents. They can ask you about memberships in professional organizations but not about organizations that would reveal race or religious affiliation.

Photograph - You cannot be required to submit a photograph with your application form. After you are hired you may be photographed for identification purposes. Many companies provide an identification badge with a picture for each of their employees.

Work Experience - For the employer this is the most important area of information. This determines your ability to perform the job for which you are applying. They can ask about all your previous employers, specific job duties, length of time on the job, beginning and ending salary, and your reason for leaving.

Education and Training - Questions on the amount of education or training you have received may be asked if they are relevant to the job. If the job requires certain courses or degrees, it is necessary to find out if you qualify.

Foreign Language - Employers may ask what languages, other than English, you speak and write fluently. However, you cannot be asked how you acquired the ability.

Family Status - You can't be asked about your marital status, child bearing plans, number and age of dependents and child care arrangements, before you are employed. Information that is needed by employers for insurance purposes, tax or social security deductions, or other legitimate business purposes can be asked after you are hired.

Arrests and Convictions - Arrests are merely an accusation and can't be used in making hiring decisions. A conviction by itself may not serve as a barrier to employment, but employers may look at the relationship between a conviction and an applicants' fitness for a particular job. For instance, a person convicted of embezzlement might not be a good risk to handle trust accounts.

Military Service - You can be asked about the training and experience you received during military service. Employers should not ask about reasons for any type of discharge except "dishonorable". Even in this case employers have to be able to show that the reason for inquiring is related to job duties.

Friends or Relatives Employed by Company - Information about your friends or relatives who work for the company isn't related to your ability to do the job. This information may lead to discrimination in hiring if it is used to show either a preference for friends and relatives of current workers or if it limits employment of relatives.

Emergency Notification - You can be asked for the name of the person to be notified in case of emergency, but you can't be asked for the name of the nearest relative to be notified.

Economic Status - Inquiries about your financial status (such as bankruptcy, car ownership, rental or ownership of a house, length of residence at an address, or past garnishment of wages) if used to make employment decisions may violate Title VII of the Civil Rights Act.

References - You may be asked for names and addresses of persons who can provide a reference for you.

e) Other strategies

Brainstorm other helpful strategies for clients involved in job search. Write them below:

Now, for each of the Activities you have reviewed in this Unit, fill out the ICDM Counselor Action Plan sheets on the following pages. List the tasks required to complete each activity, and set up a timeline for implementing and completing the task. Sign your name at the bottom of each sheet.

ICDM POSTTEST

Workshop Site _____

Name _____

COMPETENCY MEASURE (POST)

This survey is a follow-up measure to assess your competencies in labor market information, now that you have completed the ICDM workshop.

Directions: For each competency statement that follows, circle the number of the phrase that best reflects your present knowledge or skill:

3. I am exceptionally competent: I could teach this to others.

2. I am very competent: I have most of the information or skills in this competency.

1. I am minimally competent: I have minimum information or skills in this competency.

0. I am not competent in this area.

COMPETENCY STATEMENTS	COMPETENCE (Circle one)
1. I could identify similar job functions performed by counselors in all work settings (job service, high school, Comprehensive Employment and Training Act programs, and vocational rehabilitation), and some job functions which are unique to some of the settings.	3 2 1 0
2. List economic and demographic factors that may impact on career decision making by clients.	3 2 1 0
3. Describe the role of labor market information in career decision making.	3 2 1 0
4. Define a Labor Market.	3 2 1 0
5. Characterize and explain the significance of internal labor markets for clients.	3 2 1 0
6. Describe the role of the American labor movement in the labor market.	3 2 1 0
7. Define the concepts of employment, unemployment, and underemployment, and provide two explanations for unemployment.	3 2 1 0
8. Name and describe three major occupational and (or) industrial classification systems.	3 2 1 0
9. Identify four occupational issues clients should address in making career decisions.	3 2 1 0
10. Define labor market information.	3 2 1 0
11. Name the major agencies and programs responsible for the development and dissemination of occupational and labor market information.	3 2 1 0
12. List at least five national labor market and occupational information resources and briefly state their uses for counseling clients in career decision making.	3 2 1 0
13. List two sources of local labor market information on employment in industry and demonstrate how to use these sources to provide information on current and projected employment in industry.	3 2 1 0
14. Name a source of local labor market information on the occupational employment in industries, and demonstrate how to use these data to answer questions on current and projected occupational employment in the labor market.	3 2 1 0

15. Demonstrate how to use JOB FLO to explore local job openings and characteristics.	3 2 1 0	
16. List at least two other publications or data sources available from state data producing agencies, and describe their major contents.	3 2 1 0	
17. Describe some "data use cautions" for using labor market information with clients.	3 2 1 0	
18. Describe some business practices, and union characteristics and requirements related to job placement and career opportunities in the local labor market.	3 2 1 0	
19. Develop an action plan, to implement a series of activities designed to improve career decision making with clients.	3 2 1 0	

Circle "T" if you believe the statement to be true, or
"F" if you believe the statement to be false.

1. More than fifty percent of American women are in the the labor market.	T	F
2. There are far more "blue collar" workers than "white collar" workers in today's labor force.	T	F
3. Each state Employment Service publishes occupational employment data by indicating SIC code.	T	F
4. Each state Employment Service publishes industrial employment data by DOT occupational code.	T	F
5. A labor market area is a geographic area in which workers can change jobs without changing residency.	T	F
6. One characteristic of a large internal labor market is many dead end jobs and little job security.	T	F
7. People who are not actively searching for work are not included among the unemployed.	T	F
8. Frictional unemployment can be blamed on recession.	T	F
9. The local unemployment rate is updated monthly.	T	F
10. The Standard Occupational Classification (SOC) organizes occupations by job function.	T	F
11. The SOC displays DOT titles.	T	F
12. "Building Construction" is an occupational cluster.	T	F
13. "People, Data, and Things" refer to the middle three digits of a nine digit DOT code.	T	F
14. The DOT supplement provides information on the training time for a worker to perform the duties of a particular occupation.	T	F
15. "Finance, Insurance, and Real Estate" are "service producing" industries.	T	F
16. Labor markets can vary drastically from each other in terms of what industries and occupations are prevelant.	T	F
17. Labor market information describes the dynamics of employment opportunities and also the work force.	T	F

18. The Employment and Training Administration and the Bureau of Labor Statistics are both part of the U.S. Department of Labor. T F

19. There is a SOICC in every state. T F

20. Occupational projections indicate estimates of future demand for employment. T F

21. U.S. Industrial Outlook is a monthly bulletin published by the U.S. Department of Labor. T F

22. It is important to check the date of a statistical publication before using it. T F

23. Data categorized by DOT job titles and by SOC job titles are comparable. T F

24. Rarely will a geographic area of interest to a client exactly match the area covered by a data source describing that area. T F

25. The largest federation of national unions is the AFL-CIO. T F

26. The American labor movement begain around 1915. T F

27. Unions help to structure the labor market. T F

Select an entry from Column B which best matches the description in Column A. Record the letter of your selection in the appropriate blank.

A		B	
28. ____	A useful reference tool to a tenth grade student, interested in exploring careers in the occupational cluster, "social scientists."	A.	A Bureau of Labor Statistics Wage Survey
29. ____	The reference tool you are most likely to suggest to junior high school students interested in learning about careers.	B.	Career Information Delivery System
30. ____	The publication that you might use to assist a client in focusing upon an appropriate occupational choice, based on personal interest factors such as leading and influencing or liking plants and animals.	C.	Commodity Market
31. ____	Established by the Vocational Education Amendments of 1976 to improve coordination between federal and state agencies that produce occupational information.	D.	Dictionary of Occupational Titles
32. ____	Provides descriptive information for over 200 industries in the U.S.	E.	Employment and Training Administration
33. ____	The National Survey of Professional, Administrative, Technical and Clerical Pay	F.	Exploring Careers
		G.	Guide for Occupational Exploration
		H.	Internal Labor Market
		I.	JOB FLO
		J.	Labor Market Information
		K.	Labor Market Information Newsletter
		L.	The National Occupational Information Coordinating Committee and State Occupational Information Coordinating Committee
		M.	Occupational Outlook Handbook
		N.	Vocational Preparation and Occupations
		O.	U.S. Industrial Outlook

WORKSHOP FEEDBACK

Please assist in our planning efforts by providing your candid opinions about the workshop.

1. Rate the quality and usefulness of the following units (circle one for each item)	RATING Low				High
• Introductory Session	1	2	3	4	5
• Career Decision Making and the Role of Labor Market Information (Unit 1)	1	2	3	4	5
• Exploring Concepts of the Labor Market (Unit 2)	1	2	3	4	5
• Occupational and Labor Market Information --What It Is and Where to Get It (Unit 3)	1	2	3	4	5
• National Occupational and Labor Market Information for Counseling (Unit 4)	1	2	3	4	5
• State and Local Labor Market Information (Unit 5)	1	2	3	4	5
• Defining the Limits of Labor Market Information (Unit 6)	1	2	3	4	5
• Labor Market Perspectives from Business and Labor (Unit 7)	1	2	3	4	5
• ICDM Counselor Action Plan (Unit 8)	1	2	3	4	5

2. Indicate one particular presentation you liked most: _____

_____

3. Indicate the presentation you liked least: _____

_____

	Disagree				Agree
4. The amount of time for each presentation was sufficient.	1	2	3	4	5

Comments: _____

_____

5. The physical facilities for the workshop were adequate. 1 2 3 4 5

Comments: _____

_____

6. Rate the workshop leader(s) on the following qualities. (Circle one for each item)

	Poor				Excellent
• Knowledge of material	1	2	3	4	5
• Preparation	1	2	3	4	5
• Leadership	1	2	3	4	5
• Organization	1	2	3	4	5
• Delivery	1	2	3	4	5

	Disagree				Agree
7. My awareness of labor market information was increased.	1	2	3	4	5

Comments: _____

_____

8. I feel adequately informed about the use of labor market information in career counseling. 1 2 3 4 5

Comments: _____

_____

9. I plan to use the information from this workshop in my work. 1 2 3 4 5

Comments: _____

_____

10. What one or two recommendations would you make to project staff to improve the training products or process? _____

_____

_____

GLOSSARY OF TERMS

Glossary of Terms

Careers: The sequence of major positions occupied by a person throughout his or her preoccupational, occupational, and post-occupational life.

Competency: A statement of educational intent, which is measured by specific behavioral outcomes or acquired skills -- what the learner can minimally do, in terms of performing, demonstrating, describing, explaining, analyzing, comparing, etc.

Cyclical Unemployment: Unemployment which arises from changes in the level of business activity among industry.

Demographic: Number, size, and distribution of individuals within the labor force.

Employed Persons: All those people in the civilian population who, in one particular week, did any work at all as paid employees, or as self-employed, or who worked at least 15 hours during the week as unpaid workers in a family business. Also includes those not working but only temporarily absent from usual jobs, due to illness, vacation, or strike.

Employers, or Firms: Identify the place of work as a legal or managerial entity.

Establishment: Economic units which produce goods or services, such as a factory, mine, or store. The establishment is generally in a single physical location and is engaged predominantly in one type of activity. Note that an establishment may or may not be the same as a firm: one firm may be composed of only one establishment, or many establishments.

Frictional Unemployment: The temporary joblessness of those who are between jobs, engage in seasonal work, have quit their jobs and are looking for better ones, or are looking for their first job.

Geographic Labor Market: The geographic areas in which workers can generally change jobs without changing residence, practically defined as metropolitan areas, SMSAs, cities, counties, etc.

Industrial Employment (Current): Current industrial employment data displays the number of jobs in specific industries, delineated by Standard Industrial Classification (SIC) code.

Industrial Employment (Projected): Projected industrial unemployment displays estimate of the number of jobs in specific industries in the future.

Industry: Industry categories classify work by the type of goods or service produced, e.g., accounting services or automobiles.

Industry-Occupation (I-O) Matrix: A tabulation of employment data cross-classified by industry and occupation, arranged in a grid divided into rows and columns. It provides a model representing the occupational employment staffing patterns of each industry for one point in time.

Internal Labor Market: A labor market (usually within an individual firm), characterized by the dominance of institutional rules rather than supply and demand forces.

Job: A position of employment; or, a group of similar, paid positions requiring some similar attributes in a single organization. Jobs are task, outcome, and organization - centered.

Labor Market: The marketplace through which the price and allocation of labor is established.

Labor Market Information (LMI): Describes the dynamics of employment opportunities and the work force. It is obtained by measuring and evaluating the various factors which influence the supply of and demand for workers in a specific geographic area. It includes four major elements:

a) labor force information on employment, unemployment and characteristics of LMI population,

b) occupational information - characteristics of occupations and jobs,

c) placement assistance information - how to use LMI to find a job, and

d) program administration information.

National Occupational Information Coordinating Committee (NOICC): A federal interagency committee of representatives of Department of Labor, Bureau of Labor Statistics, and ETA; the National Center for Education Statistics, and the Department of Education, mandated by Educational Amendments of 1976, CETA Amendments of 1978 (as well as some other legislation) to improve communication and coordination among producers and users of occupational information, facilitate the development of an occupational information system by SOICCs, and meet the labor market information needs of youth.

Occupation: A group of similar jobs performed in various organizations identified by the type of work being done, i.e., the tasks performed, or also by the human behaviors associated with the job.

Occupation Cluster: A group of occupations related through common skills, often accompanied by other shared characteristics such as involvement in producing the same good or service.

Occupational Demand: The number of jobs filled in a specific occupation plus the number of job vacancies that exist in that occupation.

Occupational Employment Data (Current): Current occupational employment refers to the number of jobs presently filled in a specific occupation.

Occupational Employment Data (Projected): Projected occupational employment refers to estimates of the future number of jobs in specific occupations, derived by analyzing expansion, reduction, and replacement.

Occupational Information: Descriptive and quantitative information of the characteristics of occupations and jobs, such as demand and supply, the nature of the occupation, working conditions, personal requirements, licensing, certification and registration requirements, methods of entry and advancement, earnings, and employment profile.

Occupational Supply: The number of workers, in a specific labor market employed in a specific occupation plus the number of unemployed persons qualified for and seeking work in that occupation.

Standard Metropolitan Statistical Areas (SMSAs): Except for New England, a SMSA is defined on a county basis. Each SMSA must include at least:

a) one city with 50,000 or more inhabitants, or

b) a city with at least 25,000 inhabitants which, together with those contiguous places with population densities of at least 1,000 per square mile, have a conbined population of 50,000.

State Occupational Information Coordinating Committee (SOICC): Interagency committee of representatives from the State Board of Education, the State Employment Security Agency, the State Employment and Training Council, and the agency which administers the state rehabilitation program. Mandated by Educational Amendments of 1976 (PL94-482), and the CETA Amendments of 1978 (PL95-524) to improve communication and coordination between producers and users of occupational information, develop and implement a statewide occupational information system and meet the labor market information needs of youth.

Structural Unemployment: Long term joblessness which results from changes in the kinds of workers needed by the economy, either by skill obsolescence, competition from foreign imports, or lack of training for the kinds of skills local employers require.

Underemployed Persons: All those people who are working in jobs below their skill level or experience or are working part time while desiring full time employment.

Unemployed Persons: All those persons in the civilian population who, in any particular week, were not working but were actively looking and available for work.

Unemployment Rate: The proportion of the civilian labor force that is unemployed. It is used as one indicator of the health of an area's labor market economy.

$$\text{Unemployment rate} = \frac{\text{unemployment}}{\text{civilian labor force}}$$

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